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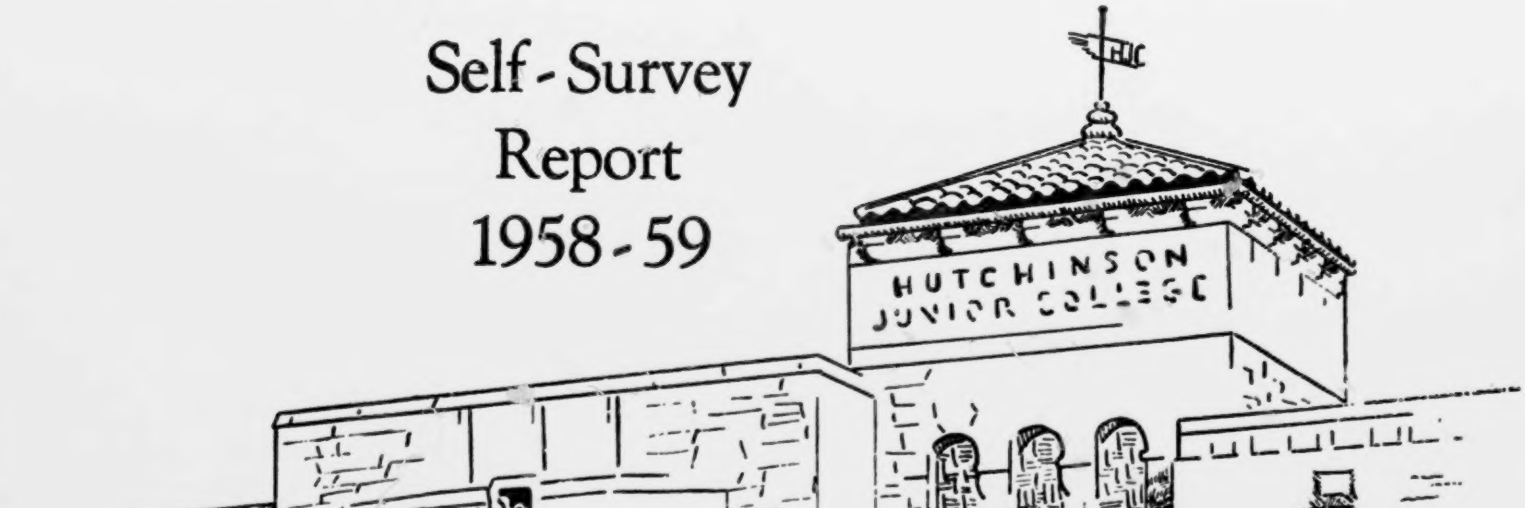
HUTCHINSON JUNIOR COLLEGE

Self-Survey Report 1958-59



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HUTCHINSON, KANSAS

ED 000 283

SELF-SURVEY REPORT

OF

HUTCHINSON JUNIOR COLLEGE

1958 - 1959

Submitted as an
Application for Accreditation

to the

NORTH CENTRAL ASSOCIATION OF COLLEGES

AND SECONDARY SCHOOLS

Hutchinson Junior College
Hutchinson, Kansas

June 30, 1959

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INTRODUCTION

Since it was founded in 1928, Hutchinson Junior College has been accredited by the State Department of Public Instruction and the University of Kansas. Its graduates have experienced no difficulty in obtaining full credit for work transferred to colleges and universities over a wide area.

In 1952 a state-wide committee was established by the Kansas State Department of Public Instruction to develop standards to be used by the State Department in re-accrediting junior colleges in Kansas. After several years of refinement and test-application, the Department published the conclusions of this committee in 1957 as the _Evaluation Guide for Junior Colleges of Kansas_.

On April 15, 1957, the Hutchinson Board of Education approved recommendations of the Hutchinson Junior College Faculty Planning Committee. These recommendations were conceived as an improvement program. The Board urged that preparations be made with all deliberate speed for evaluation by both the State Department of Public Instruction and the North Central Association. Therefore, when college reopened in September, 1957, the faculty was organized into five study committees with chairmen who had not been members of the Faculty Planning Committee, thus making for widened leadership experience. All faculty members new to the institution in September, 1958, were given membership on committees in the second study. The committee memberships follow:

1. Philosophy, Purposes and Clientele
   Inez Frost, English, Chairman
   Charles E. Sesher, Physical Education, Recorder
   James Barrett, Music
   Bernice Bender, English
   Nelson Sorem, Social Science

2. Administration, Finance, Physical Plant and Faculty
   Marian Brookover, Home Economics, Chairman
   Hugh McMillen, Geology, Recorder
   Ellsworth R. Briggs, Dean
   **C. L. Dankel, Physics and Mathematics
   Iva James, Business, Treasurer
   Roy Peterson, Music
   Lowell A. Small, Superintendent
   Ronald Wilson, Machine Shop
3. Student Personnel Services
   W. T. Cole, Psychology, Chairman
   Joseph Brewer, Mathematics and Science, Recorder
   *Reba Anderson, English
   Gordon Jones, Drafting and Mathematics
   Thomas P. Kelly, Speech and Debate
   H. D. McCosh, Music
   James McLain, Mathematics
   **Chester E. Taylor, Psychology, Director of Admissions and Registrar
4. Curriculum
   L. A. Noll, Psychology, Chairman
   Madeline Oltmanns, English, Recorder
   Dorothy Dale, Music
   Fred Elliott, Chemistry
   **Carl Melhorn, Electronics and Mathematics
   A. W. Miller, Physics and Mathematics
   Margaret Randles, Teacher Education
5. Instruction and Library
   Walter Spitz, Dramatics, Speech and English, Chairman
   Kenneth Sinclair, Foreign Languages, Recorder
   *E. C. Campbell, Social Sciences
   **Bert Chaney, Social Sciences
   **Rosamond Cummings, Office Practices
   Mable Hanson, Music
   Gertrude Haury, Librarian
   Mary Hope Morris, Biology
   Marvel Senti, Art

* First study only.
** North Central Association study only.

Using the Guide mentioned above these committees made the part of the institutional study assigned them and secured faculty, Student Commission, and Board of Education approval of the total 93-page report entitled Hutchinson Junior College Evaluation 1957-58.

This report was submitted to the State Department of Public Instruction which assigned an evaluation committee to visit Hutchinson Junior College March 3-5, 1958. Based upon recommendations of the committee in its 20-page

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Throughout the 1958-59 school year the committees have labored, reporting to the faculty for approval or modification and submitting their final reports for the Dean to compile as the school year ended.

The studies and the report were based upon the *Revised Manual of Accrediting* supplied by the North Central Association. Not until Dean Pugsley's visit was it known that a newer and better guide was in current use. The Dean, the Librarian and the Philosophy Committee Chairman called Dr. Norman Burns, Secretary of the North Central Association, whose assurances were confirmed by letter April 28, 1959:

> I am glad to write you confirming our telephone conversation in which I indicated to you that you should feel completely free to present your self-survey report in any way in which it seems to you desirable to do so. The materials which we provide you such as the *Revised Manual of Accrediting*, which was formerly used, and the present *Guide for the Evaluation of Institutions of Higher Education* are made available only for whatever assistance they may furnish you and should not be thought of as prescribing a pattern which you are to follow.
>
> We shall look forward to seeing your self-survey report. If we can help you in any way please call on us.

Our faculty then decided to complete its work on the outline of the older manual, with attempts to include as many of the newer ideas as possible. Herewith, then, is presented their study of Hutchinson Junior College, the strengths and weaknesses of a dynamic, growing and improving two-year college, submitted as formal application for accreditation by the North Central Association of Colleges and Secondary Schools.

I. PURPOSES AND THEIR ORIGIN

Establishment of College

Hutchinson Junior College is a two-year, co-educational college organized in 1928 under the direction of the Board of Education for School District No. 1, Reno County, Hutchinson, Kansas, a body empowered by Kansas Statutes to organize a junior college. It has received its major financial support from local ad valorem taxes paid by the citizens of School District No. 1 and has been administered by the district school authorities. By vote of the citizens of Reno County in the fall of 1958, the base of financial support was extended to include monies from a county-wide levy. The Hutchinson Board of Education will continue to set policies for the College with the aid of an Advisory Board of Regents selected from the County.

Community

Since 1938 the College has served the community from the 38-acre campus in the northeast part of Hutchinson. The primary service area of the College is Hutchinson, Reno County outside of Hutchinson, and adjoining counties.[1] Hutchinson is the center of a wheat growing, flour milling, oil producing, and salt mining area. Recently increased industrial construction has been a welcome offset to deactivation in 1958 of the Naval Air Training Station. The central location of Hutchinson gives the city of approximately 37,000 population an extensive trade territory. Air lines, served by the municipal airport, afford passenger and mail service to the community. An adequate bus system and railroads furnish easy access to the city. First class highways leading into Hutchinson make it possible for the student who commutes from the rural areas to avail himself of the savings made possible by living at home during the two years of college attendance.

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1. Appendix I-A.

Hutchinson is a city without the social and economic extremes of a large urban center. Good schools, beautiful churches, fine residences, and an extensive municipal park add to the attractiveness of the community. As the State Fair grounds are located in Hutchinson, students have an exceptional privilege in attending the annual exhibits. The city has a commercial television station on Channel 12, the first TV station to be established in Kansas.

Unusual educational advantages, wholesomeness of social atmosphere, and accessibility of the city to rural districts make Hutchinson a natural and outstanding location for a college. Seventy-two percent of the students of the College are drawn from a 25-mile radius of Hutchinson. There are no other colleges located within this radius. Ninety percent of the enrollment comes from a 35-mile radius, an area which includes the four-year, church-related colleges of McPherson, Bethel, and Sterling. Competition from these institutions has not thus far been a problem in attracting local clientele.[2]

In operation for 31 years, the Hutchinson Junior College has graduated 2,763 students and has trained thousands of others, many of whom are now business and professional leaders in the community.[3] A study of the community services of the College is in progress. The school was one of twelve junior colleges in the United States selected for this study to be done for the United States Office of Education by Dr. James W. Reynolds of the University of Texas. For seven weeks, late in 1958, a research team collected data in the community. The study will be published in 1959-60.

Student Clientele

Since the establishment of the Hutchinson Junior College in 1928, enrollment has grown from 209 students,[4] chiefly from Hutchinson, to 691 students in the fall of 1958. Of these 50.7% came from Hutchinson proper, 21.4% from Reno County outside of Hutchinson, 17.3% from adjoining counties, 8.4% from other counties of the state, and 2.2% from out of state.[5] From 1951 to 1958 enrollment at the College has increased each year, with the largest rate of increase coming after 1954.[6] In comparison with an average increase in enrollment of 1.6% for all Kansas Public Junior Colleges between 1957 and 1958, the College has shown a 10.2% increase.[7]

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[2] Appendix I-A.
[3] Appendix I-B.
[4] Catalog, 1932-33.

Study of the distribution of the 691 students regularly enrolled for fall, 1958, reveals that 591, or 85.52%, were enrolled in the college or university-parallel curriculum; 61, or 8.83%, in the vocational-technical; and 39, or 5.65%, in the general, not considering the fact that all students are enrolled in some general education courses. Of those enrolled in the university-parallel curriculum, by far the largest groups were: arts and sciences, 151; business, 138; engineering, 98.[8] Between fall, 1957, and fall, 1958, the increase of men over women students in the college was 4.59% in comparison with 1.12% in all Kansas Public Junior Colleges.[9] One attraction for men was the expanding vocational-technical curriculum. Another probable factor in the increase for fall 1957 and before was enrollment of men from the Hutchinson Naval Air Station. Later many of those previously stationed there enrolled for further work when they returned to the community after separation from military service.

Hutchinson Junior College compares favorably with all Kansas Public Junior Colleges in ratio of sophomore enrollment to freshman: 35.18% in 1958, 38.6% in 1957, an advantage of 1.58% in 1958 and of 2.11% in 1957 over the

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[5] Appendix I-A.
[6] Appendix I-C.
[7] Appendix I-D.
[8] Appendix I-E.
[9] Appendix I-F.

33.6% and the 36.49% ratios for all the Public Junior Colleges. Of the 242 sophomores in 1957, 148 were graduated; of 243 in 1958, 161 were graduated.[10] Ninety-five of the 1957 graduates, or 65%, entered four-year universities, chiefly Kansas State University, The University of Kansas, and the University of Wichita. Considering that teacher-training graduates are now compelled by Kansas certification requirements to continue their schooling or stop teaching, the final percentage must have been even higher. On the basis of transcripts sent in 1958, 117, or 72% of the graduates continued their formal education.[11]

The average median aptitude of students entering the College the last five years is only slightly below that of students in other colleges, as indicated by results on the American Council of Education Psychological Examination, the Iowa Silent Reading Test, and the Cooperative English Test. Average medians for the College in percentiles are: 42.8, ACE; 32.6 (or grade 12.7) reading; and 43.2, English skills.[12]

The attrition rate for the College during the spring semester of 1957-58 was 7.5% of all students as compared to 10.7% in the 1958-59 fall semester. More than three times as many freshmen as sophomores dropped out in the fall semester and nearly twice as many freshmen as sophomores in the spring semester. Chief among reasons given either by the Registrar or by the students withdrawing or leaving were: Non-attendance, finances, and entering the armed services. Although lack of aptitude was not mentioned, the ACE Psychological Examination record shows that of 45 who took the test, 7 ranked below the 10th percentile, 18 below the 20th, and 36 below the 50th. Only one ranked above the 90th percentile. Twenty-nine of the 74 who withdrew had enrolled too late for the first test and had left before the second.[13]

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[10] Appendix I-G.
[11] Appendix I-H.
[12] Appendix I-I.

With the establishment of a separate office and the appointment of a registrar in August, 1958, that office has assumed the traditional responsibility for follow-up studies to provide data as to how well the Hutchinson Junior College is achieving its purposes and fulfilling its functions. Some of these studies will be completed before the end of 1959.

Purposes and Functions

The purposes and functions of the College have grown out of the needs of the student clientele, the nature of the community, and the belief that higher educational opportunity should be available to all high school graduates of the community and to certain special students above high school age. The nature of these purposes we consider to be (1) curricular, (2) extra-or co-curricular, and (3) advisory.

The curricular purposes of the Hutchinson Junior College are to provide:

(a) College and university-parallel courses, including certain pre-professional curricula, for those who plan to continue their formal education beyond the junior college.

(b) Vocational-technical and other education for those who wish to complete their formal schooling in the junior college.

(c) General education to prepare students for effective personal and community living.

(d) Adult education courses to meet educational, vocational, and leisure-time needs of individuals and the community.

On the basis of current enrollment, the main curricular responsibility of the College is to provide courses equivalent to lower-division work in a four-year college or university.

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[13] Appendix I-J.

To supplement curricular offerings, the College maintains a wide program of extra-curricular or co-curricular activities, available to all of its students, as indicated in the catalog and in the section of this study on "Student Personnel Services".

The advisory function of the College is performed through a guidance program maintained for all students and participated in by all faculty members. The Director of Admissions gives guidance to prospective students through visitation to the high schools of the county; through encouragement of early application for admission, participation in orientation tests, preliminary enrollment, and submission of transcript; and through a review of all preliminary records before final enrollment.

Departmental purposes and course objectives are on file in the office and the library and are given in summary form in the catalog.

General Philosophy

The stated purposes of the College reflect the underlying educational philosophy in which we believe. Basic to the solution of all educational problems are the answers given to such questions as: What are we trying to accomplish? What is education for? Educational aims and objectives can not be determined apart from the ends and aims of life itself, for educational aims grow out of the aims of life. To determine what constitutes a life worth living has been one of the chief tasks of philosophy.

We believe that we must inculcate in young people a respect for human personality, an understanding of democracy, and the desire to promote an improved society. We must help our students attain a mastery of as much of the social heritage as each has the ability to assimilate. We must assist the student in becoming self-disciplined, in understanding himself, and in developing a well-adjusted personality. We must not only strive to develop in each person the ability to think for himself; we must also assist in the development of his creative imagination: for all progress in science, in social science, and the arts comes from creative imagination controlled by reason.

Inherent in this philosophy is our belief in the educational rights of the individual, the contribution of the junior college toward equality of educational opportunity, and the responsibility of the junior college for developing (1) the knowledge, skills, and attitudes required for effective living and (2) faith in the principles of freedom and democracy.

II. FACULTY

Faculty Competence

One faculty member holds a Doctor's degree; however, by the time an evaluating committee visits the school another one is scheduled to be awarded, so both will be reported. The ratio of Doctor's degrees to teaching staff is two in thirty-six, or 5.5%. Of the remaining thirty-four, thirty-two (or 94.1%) hold Master's degrees.

The amount of graduate study completed seemed more meaningfully reported in semester hours since a large amount of this work was done in summer sessions of varying length. The quantity earned varies from zero to ninety-six hours with a median of 45 hours and an average of 46.28 hours of graduate work.

The next criterion is the extent to which the teaching staff have had graduate preparation in the field in which they are teaching. Those with a graduate major in the subject in which they are teaching total 88.9% of the staff. The four without a graduate major in their teaching field have graduate minors and strong undergraduate work in their present teaching field, which in each case is closely related to the major field.

The educational experience of the staff is presented in total teaching experience, total college teaching experience, and teaching experience in Hutchinson Junior College. To confine the judgment on this criterion to "the average number of years per teaching staff member of experience in teaching or administrative work in institutions of higher education" is somewhat unfair to junior colleges. A person with a good background of subject matter and eligible for university teaching is not necessarily qualified for a junior college position. In Kansas he must also have his Master's degree, have ten hours of graduate work in the subject he teaches and also hold the secondary certificate requiring at least eighteen hours that provide a knowledge of the psychology of learning, of methods of teaching, and of actual supervision of his adjustment to teaching. The administration here is reluctant to employ teachers without experience; the expectation is that a few years of teaching in the secondary schools will perfect one's skills in presentation, in class control, in the development of a variety of methods--all contributing to the master teaching expected in the junior college rather than placing emphasis upon research and publications. Therefore, the years of secondary teaching are considered a real asset. Also, trades experience is sometimes required for our positions and up to five years of it counts year for year as teaching experience on the salary schedule.

The rank order of the teaching experience of staff members is given in Table I. The median of total teaching experience is found to be 26 years; the average is 22.67 years. The median of all college teaching is 10 years; the average is 12.17 years. The median for years of teaching in Hutchinson Junior College is 7.5 with a computed average of 9.8 years. This median of tenure is lowered by the six faculty additions of this school year. One new teacher represented a replacement due to retirement of a faculty member who had served the Junior College since 1928. One other is for a staff member on leave and the other four are additions to staff due to enrollment increases. Within the past five years there have been no resignations, only two retirements, and the remainder of additions were due to additions to program or because of increasing enrollments.

A file on each faculty member is kept in the Superintendent's office. It contains the teacher's original application, his official transcript, annual evaluations of his service by the Dean, and any correspondence regarding him. A Kardex file contains the record of his certification, steps earned

TABLE I

RANK ORDER OF YEARS OF TEACHING EXPERIENCE OF HUTCHINSON JUNIOR COLLEGE FACULTY MEMBERS

(Partial years not included)

Total Teaching Experience	Total College Teaching Experience	Teaching Experience in Hutchinson Junior College
41	35	32
39	32 - 2	31
38	31	30
37	29	29
36	22	21
35	21	19
33 - 2	19 - 2	15
31 - 3	17	14 - 3
30	15 - 2	13
29	14	12 - 2
28 - 2	13	10
27 - 2	12 - 3	8 - 4
25 - 2	10 - 2	7 - 3
24	8 - 2	5 - 2
21	7 - 4	3 - 3
18	5	2 - 4
17	3 - 2	1 - 6
14	2 - 3	
13	1 - 4	
12 - 3		
9		
8 - 2		
4		
3		
2		
1		

on the salary schedule, and a record of summer work credited toward the five semester hours of residence work required of holders of the Master's degree every eight years at an institution accredited by a regional accrediting agency. Teaching at the graduate level in such an institution meets this requirement. Also in the Dean's office a file on each faculty member is kept which contains personal information, the instructor's educational record, teaching record, professional activities record, civic and community activities record, summer activities record, and the yearly teaching record by semesters.

For many years membership has been held by the entire faculty in the National Education Association, the Kansas State Teachers Association and the Hutchinson Teachers Association. Within the staff 23 memberships are held in learned and honorary organizations. During the past five years ten of the group have appeared on programs of either state or national organizations, and four members have had professional publications.

Faculty Organization

With a faculty not yet numbering forty, including part-time teachers, no formal organization has seemed necessary. If growth continues at the present rate, this may change. Few departments have more than one staff member, but in those where there are several the Dean has designated a head. This is more honorary than administrative, although a few do some coordinating, for most administrative authority rests with the Dean, the Superintendent and the Board of Education.

The Director of Admissions and Registrar is a part-time teacher; the new Director of Vocational-Technical and Adult Education is also. The Librarian is considered a regular staff member on salary schedule. Only the Dean reserves full time for administration.

Faculty meetings have a regular place on the school calendar. Each Monday at 3:15 P.M. is set aside for a full faculty meeting, the Faculty Planning Committee, or for the work of faculty study committees. The time allotted is often two hours or more. The Dean presides at all faculty meetings. His secretary serves as recorder and the minutes are kept and filed. A prepared agenda is not usually published prior to the meeting but the weekly announcements often indicate matters which will be considered. Attendance at faculty meetings is expected unless prior arrangements have been made with the Dean. Also in irregular attendance are student representatives who have been assigned various faculty committees by the Student Commission.

Subjects considered at faculty meetings include:

1. Administrative problems
    a. Calendar
    b. Grades
    c. Activities
2. Educational policies and problems
    a. Legislation
    b. Reports of committees
    c. Reports of professional meetings

Faculty committees are not highly organized because most activities of the faculty are undertaken as a joint endeavor of the entire group. There are six types of committees of which the Faculty Planning Committee is the most important. For three years this committee has consisted of six elected representatives of the curriculum divisions: (1) English, Speech, Languages and Library, (2) Mathematics and Sciences, (3) Social Sciences, (4) Music and Fine Arts, and (5) and (6) the vocational and miscellaneous departments. This committee meets every second or third week with the Dean who serves as its chairman; the Director of Admissions and Registrar, and the Director of Vocational-Technical and Adult Education, are likely to be asked to sit with the group hereafter. The committee assists and advises in regard to both short- and long-term planning for the college. It hears requests for policy, curriculum and course changes. It considers priority of staff, equipment and space needs. It serves as a sounding board for the entire faculty with its members contacting others within their divisions or reporting back recommendations to the entire faculty for acceptance or rejection. Four men and two women make up the committee; their median service to the college is more than twelve years.

Second are the evaluation committees. During the two year period 1957-1959 the entire faculty, as described in the Introduction, has worked in five committees to prepare the evaluation studies to submit to the State Evaluation Committee and to the North Central Association. In conjunction with them a special committee also rewrote the catalogue.

Third is the Library Committee whose purpose is to formulate library policies and to advise the Librarian in their execution. The Dean serves as chairman of this group.

Fourth is the Athletic Committee. It is made up of the Dean, all the coaches and the Director of Athletics, who is chairman. Duties consist in forming local athletic policies and applying those of state and national derivation, reviewing athletic grants-in-aid, assisting with the Y.M.C.A. Dormitory and group meals, and handling any disciplinary matters regarding athletes.

The Committee on Scholarships and Aids is the fifth type. The purpose of this committee is to centralize the problems of dealing with scholarships and aids. The Director of Admissions is chairman with assistance from subcommittee chairmen for receiving applications and deciding upon scholarships for incoming students, including review of athletic grants, and for assisting graduates needing further scholarship assistance in colleges to which they are transferring. Both committees carry out the duty of publicizing scholarships which are available, and use scholarship designations to motivate high achievement for all students.

Although the Director of Admissions is the institutional representative for the National Defense Student Loan Program, a faculty committee serves as a board to whom he makes recommendations. They review applications and authorize the loans, with the special responsibility of seeking out needy students in teacher education, mathematics, science, and languages as well as needy students in other general fields.

Salaries

The faculty of Hutchinson Junior College are a part of the Hutchinson Public Schools staff and as such are on the same salary schedule as the other 350 teachers in the school system. This applies to all phases of service and teacher welfare as well as salary. Salary schedules for the school years 1958-59 and 1959-60 appear in the appendix.[1] They are based upon educational qualifications and experience (rank does not apply in junior college) and are submitted for comparative purposes; copies are available to anyone who requests one. The typical increase from one year to the next was $300 rather than the $100 increment guaranteed. For the past four years salary increases have averaged approximately $350 annually.

Considering only the instructional staff and excluding those employed for duties not primarily teaching, the salary range for 1958-59 was from $4,400 to $6,750. The median was $5,550 and the average, $5,303.45. These averages are depressed by recent instructor-additions having less experience and being placed lower on the salary schedule than their more experienced colleagues. The same reduction applies to tenure which, as stated elsewhere, holds the median down to 7.5 years and the average to 9.8 years. Faculty additions of younger and less experienced people have a downward effect upon both measures.

The most recent comparative figures (for 1957-58) in National Education Association Research studies show a median salary for all teachers in public junior colleges to be $6,261. The area including Kansas, Colorado, Idaho, Montana, Nebraska, North Dakota, South Dakota and Utah, had a $4,929 median.[2]

The Kansas State Teachers Association study for 1958-59[3], shows salary averages for the 128 teachers in second-class city junior colleges to be

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1. Appendix II-A
2. Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1957-58, Higher Education Series Research Report 1958-R1, National Education Association, Washington, D. C., May, 1958. p. 44-5.
3. Teacher's Salaries in Kansas; 1958-59. Published in mimographed form by the Department of Professional Relations of the Kansas State Teachers Association December 1, 1958. Figures for 1957-58 are shown in parentheses for each comparable 1958-59 figure.

$4,741 ($4,521) and for the 63 teachers in first-class city junior colleges to be $5,510 ($5,116). The state average was $4,995 ($4,790). It is evident Hutchinson Junior College salaries compare favorably with those in Kansas and in the Northwest region if not with the national average which is influenced upward by high salaries particularly in California.

Teaching Load

The North Central Association measures teaching load as the "average number of clock-hours (approximately fifty minutes) devoted to instructional activities per teaching staff member per week." It should be remarked here that Hutchinson Junior College operates on a fifty-five minute class period and holds to 180 teaching days per year, which this past year required thirty-seven weeks to accomplish. The standard attempted is a teaching load of fifteen lecture hours per week or up to a maximum of thirty laboratory hours as the equivalent.

A number of methods may be used in calculating the service load of a faculty. But here a teaching load will be defined as the number of clock-hours devoted to instructional activities per week. Of those on the staff twenty-four devoted their entire time to instruction. Clock hours per week for these teachers ranged from 13 to 30 with a median of 17. The ten staff members who have only a part-time instructional assignment teach 78 clock hours, or the equivalent of approximately five teachers performing the normal 15 hour load. Considering these equivalents, together with the twenty-four full-time staff, the median for the twenty-nine would be 16 clock hours. The same twenty-four staff members ranged in credit hours taught from 11 to 19 weekly. The median was 15 credit hours; and the median remains the same when the additional staff member equivalent is included.

Another measure of teaching load is the number of students enrolled. The twenty-four full-time staff members showed a student enrollment ranging from 64 to 195 with a median of 97 and an average of 100+ students per teacher. Considering the part-time group as a five-teacher-equivalent, this would pull the median down to 90 and the average to 96 students.

It has been the policy of the administration for years to try to have industrial arts and vocational classes between 15 and 20; English and Speech classes not much over 25; drafting, mathematics and science classes of around 30; and social science classes not over 45. Staff has not been growing as rapidly as enrollment so that even where laboratory facilities and equipment have fixed limits these standards have been exceeded, but exceeding the desired numbers has more often been experienced in English and social science groups.

The ratios of equivalent full-time students to equivalent full-time staff members for the past two years are as follows:

1957-58 25.88 faculty, a ratio of 23.33 students to 1 teacher
1958-59 30 faculty, a ratio first semester of 23.33 to 1 and
second semester 20.7 to 1

Retirement, Insurance and Fringe Benefits

On pages 26-30 of the Adopted Policies and Administrative Procedures of the Board of Education are found the retirement policies. Hutchinson had one of the first retirement programs permitted by the Legislature in Kansas cities of the first-class. Prior to 1951, it covered all teachers but operates now as a supplement. Since 1951, participation in the State School Retirement System is required of all full-time school employees. Additionally, since January 1, 1955, Old Age and Survivor's Insurance of Federal Social Security has applied to Hutchinson school employees. Grossly oversimplifying it, after thirty years of teaching (mostly in Kansas) a Hutchinson Junior College faculty member can look forward to automatic retirement at 65. His retirement income will include $90 a month paid by the State, perhaps $50 more from annuities bought with a 4% payroll deduction not to exceed $10 monthly, and regular Social Security enough to make his total retirement between $250 and $300 per month. The faculty feel that this is one of the more satisfactory retirement programs available in the nation's schools.

Sick leave as established by the Board of Education is cumulative, with five days being allowed each year. The use of this time is detailed in the Adopted Policies and Administrative Procedures thus:

> Each teacher begins each school year with five days sick leave. This is for her own illness or for critical illness or death in the immediate family. The teacher will receive full salary for five days of absence, and the schools will pay the substitute. The immediate family is defined as father, mother, brother, husband, wife, son, daughter, grandparents, grandchildren, father-in-law, mother-in-law, brother-in-law, sister-in-law, or any other relative who makes his or her home in the household of the teacher. If a teacher does not use her sick leave, it will accumulate indefinitely; but the limit for sick leave with pay for any one year or any one continuous illness is fifty days (ten school weeks).

Health insurance is possible through a payroll-deduction plan for either Blue Cross or Blue Shield, or both. In addition, about 1929 the Hutchinson Teachers Association secured a blanket health and accident policy with the National Casualty Company which any teacher may purchase through a local broker. Some of the teachers also carry health and accident insurance through the state-wide plan of the Kansas State Teachers Association.

Other welfare items include the Credit Union established through the Hutchinson Teachers Association, available for savings or loans to any school employee, now with assets in excess of $200,000.

The Board of Education has Workmen's Compensation coverage for all employees. This coverage applies to any accident suffered while one is performing regularly assigned duties.

The Teacher Welfare Committee of the Hutchinson Teachers Association studies these and related problems and college faculty members benefit from any recommendations accepted by the Board of Education.

Office Facilities and Secretarial Service

Office space for most teachers is in the room in which they teach; three office centers are provided teachers having no assigned room or to be used by the remainder when other classes are assigned to their rooms. Present enrollment and lack of building room make it impossible for each instructor to have a private office.

A limited amount of secretarial assistance has been provided in the general college office. It has not been possible to offer as much of such assistance to the faculty as would be desirable.

Professional Growth

As aids to growth the planned in-service education program includes:

1. A series of general faculty and college faculty meetings prior to the opening of school.

2. The traditional Spring Conference which has been an important part of the year's work. It lasts one or two days and in various years the conference has brought national leaders to inspire and work with our teachers, kindergarten through junior college, on various phases of educational problems.

3. Following the KSTA-NEA Zone Schools throughout Kansas each fall at which teacher-leaders spend a day and a half on professional questions, the local association has a "Little Zone School" for several hours of reports and discussion of professional questions of importance to Kansas teachers.

4. The Kansas Public Junior College fall conference has been attended for a number of years by the entire faculty. October 11-13, 1959, we have the privilege of helping host in Hutchinson this group and the North Central Council of Junior Colleges, the largest of the regional associations, covering nineteen states.

5. Special-field conferences were attended by many of the staff. The "Payroll Adjustments Report" shows eleven attended student organization conferences as sponsors; twenty-seven (some duplication) attended conferences within their teaching field; seventeen professional conferences were attended; and six absences were for judging music or forensics festivals. This does not count professional services given on the instructors' own time nor the many professional conferences at which the Dean represented the institution.

6. Regular faculty meetings are a part of the program.

7. Curriculum studies have been undertaken in most areas and syllabi for all courses are kept current.

Leave of Absence

There are no sabbatical leaves.

During the past year Reba Anderson, English Instructor, was on leave of absence to serve as President of the Kansas State Teachers Association and to serve as an assistant on the Topeka staff of the organization while Dr. Ruth Stout, Director of Field Programs, was on leave to serve as President of the National Education Association. Leaves of absence are rare, however, as would be judged by the clear definition in the Adopted Policies and Administrative Procedures:

> Due to the present difficulty in securing satisfactory temporary replacements, leaves of absence cannot ordinarily be granted. When satisfactory replacement can be obtained on a temporary basis, application for a leave will be accepted. Action on such requests will be based on the merits of the particular case. Requests for leaves of absence for school attendance and other reasons that would benefit the teacher can ordinarily be granted. Those interested in requesting leaves should discuss the matter with the superintendent well in advance of the time of such leave in order that plans may be made for caring for the work of the teacher during her absence.
>
> While leaves will ordinarily be granted, it must be understood that under conditions where a satisfactory replacement for the time of the requested leave is not available, thus creating a situation contrary to the best interests of the school, the leave cannot be granted.
>
> The administration takes the position of encouraging leaves of absence that benefit the teacher but does not wish to be in the position of granting leaves that would be detrimental to the best interests of the schools.

Recruitment and Appointment

Applicants for college vacancies are secured through several channels. Announced vacancies are forwarded to various college placement bureaus by the Superintendent of Schools. Letters of inquiry from prospective candidates are another source. Recommendations by faculty members of teachers outstanding in subject matter organizations are a productive source. The Dean maintains a file of prospective faculty members originating in either manner.

Letters of inquiry regarding specialized openings may be sent by the Dean or department head to schools specializing in that field and asking for applicants. Interviewing on college campuses is not worthwhile both because a Master's degree is required for junior college instructors and the expectation of successful experience causes desirable candidates to be scattered.

In considering an applicant complete personal data must be supplied as well as educational and professional history. References concerning training and experience are required. Confidential credentials are secured from the applicant's home college. A visit to the campus is required of the two or three most promising candidates at their own expense to see the facilities and be interviewed by the Superintendent and Dean and, where appropriate, by the department head.

The Superintendent of Schools depends to a great extent on the Dean to secure the candidates and make recommendations regarding their employment. The prospect agreed upon is nominated for the position by the Superintendent. The Board of Education officially does the hiring but in practice accepts the recommendation of the Superintendent. The term of employment is for one year, but the Continuing Contract Law of Kansas and the success of the new teachers virtually operate as though there were immediate tenure. Since faculty rank is not used, a technique for promotions is unneccessary.

Educational Background

Of the thirty-four staff members having Master's degrees, nineteen received them from the same institution from which their Bachelor's degree had been granted. Thirteen of these were at state teachers' colleges and six were from state colleges or universities. The thirty-six bachelor's degrees were distributed as follows: 15 from teachers' colleges, 12 from state colleges or universities, 4 from church related colleges, 1 from a state technical institute, and 4 from other types of institutions. Of the thirty-four Master's degrees 15 were granted by state colleges and universities, 17 by teachers' colleges and 2 by a municipal university.

An analysis of post graduate work reveals that twenty-five different colleges and universities have been attended by the staff and many of them attended several different universities. Geographically speaking these span the continent from California and Washington to New York and Massachusetts, and from Wisconsin, Minnesota and Michigan to Mexico City.

At the present time three staff members are teaching in summer programs--one at Colorado State College of Education, one at Washburn University, and another for the University of Kansas. Others received institute grants and are studying at the University of Oregon, the University of California at Berkeley, and two at the University of Colorado, while another will study at the University of Texas.

AREAS OF STRENGTH

1. The academic training and educational experience of the faculty is excellent.
2. Faculty members teach in the fields of their graduate study.
3. Faculty records in the Superintendent's and Dean's offices are adequate.
4. Faculty organization is appropriate for a public junior college.
5. The teaching load is not excessive.
6. Retirement, insurance and other fringe benefits are quite satisfactory.
7. The administration and faculty engage in many activities which aid in professional growth.
8. The selection and orientation of new faculty is commendable.
9. The faculty is highly motivated with one-fourth of them teaching in or attending other colleges or universities during the summer.

AREAS FOR IMPROVEMENT

1. There should be continued improvement in the functioning of faculty committees.

2. Faculty salaries should continue to rise.

3. The leave of absence policy could be more generous.

4. Some secretarial or student assistance could improve faculty service.

III. CURRICULUM

Organization

The stated purposes of this institution are largely curricular in nature. The organization and content of the curriculum is therefore designed to best accomplish these purposes. Succeeding paragraphs describe the four major curriculum areas, each of which is related to the purposes stated on page 5. These curriculum areas include: (1) university-parallel, (2) general education, (3) vocational-technical, and (4) adult education.

Proposals for curriculum revision generally originate as recommendations from requirements of four-year institutions in pre-professional programs, from individual faculty members or the administration, from students or special interest groups, or from surveyed needs of the community or the national defense. In providing for revision to meet changing conditions and needs, it is important that careful study be made to insure they are in keeping with stated objectives. The responsibility for making these studies rests with the Faculty Planning Committee described on page 12. Recommendations of this group are referred to the general faculty for participation in the final decision. When curriculum revisions involve budgetary considerations, securing the consent and financial support from the Board of Education is necessary to initiate the programs.

Indicative of this curriculum development is the curriculum section of the Dean's annual report to the State Superintendent of Public Instruction. In 1954, 339 semester hours of non-duplicated courses were reported offered; by 1958 this had grown to 389. Courses added since 1954 (some re-offered after a lapse of sometime) are: First Aid, courses including the nurses, Aviation-Flight, Acting, Radio and TV, History of English Literature, Publications, American Literature, Twentieth Century Literature, Stage Techniques, Machine Shop, String Methods, Applied Music, Current History, International Relations, Secretarial Procedures, Dictation and Transcription, Office Practice, Basic Electricity, Mathematics for Electricians, Basic Electronics, and Physical Science. Dropped from the offerings because of limited demand was English History; and because two-year teacher training ended in Kansas with the class of 1958, Elementary School Science, Health, and Playground Supervision have been left for senior college offerings, and Art Methods and Music Methods have been replaced by courses with general education purposes.

College or University-Parallel

The preparation of students for work in a four-year college or university is an important educational objective of our College as described on page 3. As seen in Appendix I-H, of the 146 graduates in 1957, ninety-five, or 65% ordered transcripts to four-year colleges that fall; of 167 graduates in 1958, one hundred seventeen, or 72% ordered transcripts to four-year institutions. These studies indicate the importance given to college or university-parallel curricula is well founded.

Hutchinson Junior College offers courses of instruction parallel to those of the senior college in five divisions.

Division I, Modern Language, offers courses in English, Speech, French, Spanish, and German.

Division II, Mathematics and Natural Sciences, includes algebra, trigonometry, analytical geometry, calculus, and surveying. Descriptive geometry and engineering drawing are also given.

The physical sciences offered are chemistry, geology, physical science and physics. Biology, botany, zoology, and physiology are offerings in the biological sciences.

Division III, Social Sciences, offers history, economics, political science, geography, American government, sociology, psychology, and marriage and the family.

Division IV, Music and Art, lists courses which include theory and harmony, vocal and instrumental groups, general arts and crafts.

Division V, Professional and Vocational, provides an opportunity for the development of competence leading to the professions in education, business, engineering, agriculture, and other applied sciences. Vocational or technical training is offered in electronics, machine shop, office practices, and nursing--the latter through cooperation with Grace Hospital School of Nursing.

The faculty and administration of Hutchinson Junior College make use of several opportunities to cooperate with the four-year colleges and universities of Kansas in the study of curriculum and other common problems. The state colleges of Kansas annually invite representatives from the junior colleges to confer regarding transfer students, evaluation of credit, and the adequacy of training. Hutchinson Junior College regularly sends representatives to these conferences at the University and the state colleges.

At these conferences the Dean has the transfer students fill out a questionnaire[1] evaluating the adequacy of their junior college preparation by departments, the quality of instruction at both schools, the individual attention given, the status of grades after transfer, and suggestions for improving Hutchinson Junior College.

There has been no organized follow-up, so that subjective evaluation is perhaps the most valid that can be offered at present. The Dean reports that confidence in and satisfaction with Hutchinson Junior College graduates seems to be the preponderant opinion of staff members at the four-year colleges. "Send us more like them," is commonly said. And factually, the top College graduate of 1957 was among the three highest in the 1959 class

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1. Appendix III-A.

at the University of Kansas, Summerfield Scholar and elected to Phi Beta Kappa. Many more have also accounted well for themselves and for the Junior College.

Many educational leaders from the state colleges and other four-year colleges of Kansas had intensive two-day studies of junior colleges when they served on visiting committees to evaluate ten of the junior colleges last year. Other visitation has increased. These have helped make understanding mutual.

Kansas State University and the University of Kansas provide reports of their evaluation of transcripts from Hutchinson Junior College. Deficiency of credit is experienced only when the student has changed his objective, has taken too many electives, or in some cases where credit allowed for a given course at Hutchinson Junior College is greater than allowed at these institutions.

Students are urged to participate in both intercollegiate and intramural sports. One semester hour of physical education credit is given each student who meets the semester requirements in any sport such as football, basketball, track, and tennis. This credit cannot be counted as a part of the 60 hours required for graduation. It does, however, satisfy physical education requirements upon transfer.

General Education

Not only has the trend toward general education in institutions of higher learning caused the faculty to re-examine the purposes of a liberal education; but also the solution of our curriculum problems required it.

Traditionally, local graduation has required 60 hours based upon a plan similar to the University of Kansas requirement that "by the end of the sophomore year fifteen hours must be completed in each of the three divisions, of which fifteen, five must be in each of two fields within the division." However, exceptions could be made by the Dean.

Typical exceptions included: teacher trainees whose curricula until 1958 required 10 hours of science and 36 of educational methods; engineers whose programs were so crowded with science and mathematics that exemptions in English and social sciences were granted; and musicians whose departmental programs were so crowded by four-year college requirements that science and other divisional requirements were not enforced.

New programs such as Machine Shop provided 30 hours in that specialty with additional work desired in welding, drafting, and shop mathematics. In the new Office Practice program, supervising students on jobs downtown all afternoon plus having them under the coordinator's direction two hours each morning automatically limited English and Speech to 12 hours, social sciences to 8, mathematics and science to 10, with the necessity of adding a new course in Physical Science at 9:00 a.m. to make that possible. Clearly the old graduation rule of 15 hours from each of the first three divisions had broken down. So the Evaluation Curriculum Committee gave leadership to the faculty in deciding upon a minimum of General Education requirements from which there would be no exemption, which would be college-wide, and to which each department could add as defined in its proposed curriculum in the catalog. This was the genesis of the local General Education requirement together with faculty agreement that general education has come to mean a form of non-specialized learning which should be the experience of all educated men and women. For these ends, a program of general education has been initiated by requiring the following courses of all students to meet requirements for graduation from Hutchinson Junior College.

1. English . . . . 10 semester hours
2. Social Science. . . . . 5 semester hours from
    a. American History
    b. American Government, or
    c. Economics

3. Physical Science . . . . 5 semester hours from
    a. Geology
    b. Introduction to Physical Science
    c. Chemistry, or
    d. Physics

4. Health . . . . 2 semester hours from
    a. Physiology
    b. Community Health, or
    c. First Aid

It is realized that the program of general education is a limited one. It is so because it meets multi-purpose needs of students and because of the awareness of another condition which is common to any junior college--the problem of transfer of credits to four year colleges and universities. When and if, four year colleges and universities accept for full value a general education program in transfer, greater advancement in this curriculum at the junior college level will result.

A pattern of requirement for the Associate in Arts Degree shall include the general education program as outlined plus the divisional requirements for the completion of the specified curricula for a chosen field.

Vocational and Technical

Specific training that will enable young people to enter into useful employment upon completion of their education is provided in the vocational and technical education courses offered in the college curriculum. The following courses of this nature being offered with their enrollment, follow: welding, 42; electronics, 18; office practices, 8; machine shop, 16; wood working and carpentry, 38.

In 1957, a survey of vocational training needs was conducted in Hutchinson to provide information on one major community in Kansas that would be of definite value to assist in the economic betterment of that community. The survey was the direct result of joint action by the Hutchinson Junior College, the Hutchinson Chamber of Commerce, the

State Board for Vocational Education, and the Kansas Employment Service, Dr. Sol Sutker, an industrial sociologist from Oklahoma State University, was employed to direct the survey. Twelve hundred employers in the Hutchinson area were interviewed as to their employment needs by the sixteen interviewers hired.

A complete summary report of the survey is presented in the publication Occupational and Training Needs in Hutchinson, Kansas, Kansas State Board for Vocational Education, Topeka, 1957.

An analysis of this summary points up specific needs for the local public school system to provide:

1. Vocational education staffing should begin with a full time experienced and qualified local director of vocational and technical education service.
2. Four major types of vocational and training needs should be provided:
    - (a) Day-Trade Programs
    - (b) Apprenticeship Programs
    - (c) Evening Adult Programs
    - (d) Cooperative Education Programs

Progress in providing for these recommendations is evidenced by the employment of a full time director of vocational-technical and adult education and the addition of courses in electronics, machine shop, and business education. Through an advisory committee plan, the College keeps in close touch with employers, labor unions, and independent workers in the community to secure their advice as to the types of experience to give youth as job preparation. Advisory Committees in Business Education, Electronics, and Machine Shop have rendered valuable assistance to the college vocational program during the current term.

A direct contribution to the industrial and economic life of the community is the result of expanding the college program in these specific areas. Young people who have successfully completed courses of this nature find a ready demand for their services. Approximately 70% find immediate permanent employment after the Machine Shop program; in Office Practice the per cent is nearly 100; it will be another year before Electronics students complete their study and seek employment.

Adult Education

Adult education is being given in the junior college physical plant and is consistent with the basic philosophy of the Junior College. The curriculum of the adult education programs, on the whole, is developed cooperatively by those enrolled and the instructor of the course. Since these courses usually carry no college credit applicable to an associate degree, it is possible to organize them in a manner desirable to those enrolled. They are designed to meet a specific purpose in a field of work or for personal improvement. Among such courses provided this year were: sewing, draperies, millinery, photography, blue print reading, plumbing, sheetmetal layout, drafting, electricity, electronics, machine shop, furniture repair, office machines, refrigerator service, banking, speech, Conversational French, and industrial engineering methods.

If the class provides for the improvement of skills in trades, industry or in homemaking and the instructor's salary is subsidized by the state Department for Vocational Education, it is necessary to adhere to a pre-determined curriculum. Courses which carry college credit are offered on a tuition basis. This credit may be applied toward a degree if other requirements are met. Such courses offered this year were: algebra, trigonometry, typing, accounting, shorthand, Business English, reading, personal typing, and aviation.

The Kansas State Teachers College, Emporia, Kansas through its Extension Division has offered courses in the local adult education program. Although these courses are under the jurisdiction of another educational institution, the Junior College provides the facilities and frequently the instructional staff as a service to the adults of the surrounding community. These courses are accredited as work of the junior-senior or graduate level in accordance with the curriculum classification by the Extension Division. Local junior college staff members who serve as instructors must possess the same basic academic preparation as that required of an instructor offering the same course on campus. To assure this qualification, they must have on file with the administration of the Kansas State Teachers College an official transcript of academic work and be approved by the Kansas State Board of Regents. To date, eight local staff members have served as instructors in this extension program.

During the current college year, approximately seven hundred individuals participated in some phase of the adult education program.

In summary, a faculty curriculum committee has been working the past two years. Major curricula have been established for some time with transfer needs dictating course requirements to a large degree. Adding courses or curricula may arise from community demand, student request, faculty interest or surveys, with the Dean and Faculty Planning Committee giving consideration and sounding out the faculty before final decisions are reached. Some departments have lay advisory committees; they also advise in constructing curricula. Adult education is expected to be an area of great expansion. Only the Associate in Arts degree is offered, but the faculty may want to vary the award as more terminal courses are provided which reduce the general education requirements to the minima defined by the curriculum committee. Departmental purposes in keeping with those of the college were stated in the 1957-58 Hutchinson Junior College Evaluation and appear in brief form in the catalog. All syllabi of courses in the curriculum are on file in the junior college office and in the library. The Dean and faculty recognize that there is much unfinished work in the area of curriculum.

AREAS OF STRENGTH

1. The curriculum is in harmony with the varied objectives of the Junior College.
2. Increasing faculty participation in the plans and organization of the curriculum.
3. A responsiveness to community needs through local studies and the use of advisory committees.
4. Proper integration for future professional or technical training through curriculum advisement from the colleges and universities.
5. The definition of a general education core with individual departments responsible for defining how closely to abide by the traditional divisional requirements.

AREAS FOR IMPROVEMENT

1. Continued faculty discussion of the ramifications of curriculum problems and involvement in their solution.
2. Studies need to be undertaken to substantiate the confidence the faculty has in the success of graduates after they transfer to the four-year colleges.

IV. INSTRUCTION

Administrative Concern

Though an administration cannot produce good teaching directly, it can exert itself to provide conditions favorable to teaching. The function of the administration is to provide the atmosphere and environment that make good teaching possible and that make the goal of superior instruction attractive to the teacher.

The administrative officers should first of all be aware of the teaching competence of the staff members. Though teaching skill here has no direct relation to salary, competence as an effective teacher is emphasized in the selection and advancement of staff members. The salary schedule indicates individuals may be accelerated or retarded on the salary schedule by action of the Board of Education, but no record exists of such action.

All new teachers are visited by the Dean by November 15 and guidance, counsel, and criticism is offered before and after he submits his report to the Superintendent. Aid on an informal basis is given whenever possible. Another faculty member, usually within the department, is designated to host and help orient the new staff addition.

A wise administration provides the means by which a faculty may keep itself alert and growing. A list of aids to faculty growth at Hutchinson Junior College includes:

1. Traveling expenses in whole or in part for attendance at some professional or student activity meetings
2. Special library facilities in the teaching field
3. Special laboratory facilities in teaching field
4. Library provision for books and periodicals relating to college education
5. Personal conferences with heads of department or dean regarding problems
6. Observation of instruction by dean

7. Organized institutional effort to improve examination procedure by use of objective tests, comprehensive examinations, final course examinations, etc.
8. Faculty groups organized for study of college and related education problems
9. Counsel of specialists invited from outside the institution
10. Systematic collection of student opinion regarding college improvement
11. Participation in the Spring Conference of the Hutchinson Teachers Association
12. Administrative emphasis given to individualizing instruction, dealing with students personally and urging improvement of instruction through greater use of library and all possible teaching techniques and teaching aids
13. Attitude of generosity maintained in regard to any instructional aids teachers sincerely feel they need

Student Scholarship

Hutchinson Junior College endeavors to learn the background, character, personality and academic qualifications of applicants in detail. This is accomplished through information supplied on the application for admission form, the Iowa Silent Reading Test, the American Council on Education Psychological Test, the Cooperative English Test and the high school transcript.

Student personnel records which are kept on file in the College office are available to the teacher at all times. In addition to the individual student file, the faculty gains insight into the ability of the student through adviser-student conferences.

The student personnel file and the individual conferences enable the staff to have a more accurate picture of the potentialities and limitations of the new student. This enables the staff to plan and modify the program to meet the student's need and ability.

High scholarship is encouraged by printing in the Hutchinson News the Dean's Honor Roll at the end of each semester. At the February awards assembly the Dean presents a certificate to Honor Roll students. High scholarship is also encouraged by the desirability of election to the newly organized national junior college honor society, Phi Theta Kappa, and also in presenting at graduation exercises the top ten graduates.

During the 1958-59 school year, the College had a total of nearly 115 students on different kinds of scholarships or grants. The scholarship committee further serves in the area of encouragement by aiding graduating students to secure scholarships upon transfer to senior colleges; at the Awards Assembly nearly $3,500 in four-year college scholarships was presented to 15 graduating sophomores and another has since learned of a $400 award.

At the present time Hutchinson Junior College is formulating a definite probation policy. It will appear in the 1959-60 catalogue. No set rule has applied in the past. However, any person failing to meet established grade requirements is declared ineligible to participate in inter-collegiate activities, and the school letter cannot be awarded.

Standards of Grading

A random polling of fifteen teachers revealed that the majority employed a point system, determining the letter grade by means of a curve or by judgment based upon years of teaching experience. This grade was modified by additional considerations, such as attitude, attendance and promptness in submitting assignments. In some cases the student was allowed extra credit for work beyond that which was required of all, and at least two used standardized tests as a measure of student achievement.

In testing, all but one of the teachers used both objective and subjective type tests, with some of them mixing the two forms in every test. Examinations given by this group averaged 34% subjective as opposed to 66% objective, although some used the objective type 90% of the time. Three days on special schedule at the end of each semester are set aside for final examinations, which every instructor is expected to require for his courses;

however, he has full freedom in giving a value to these examinations in judging student worth for the entire course.

Faculty Alertness

In replying to the question concerning professional literature read during the last year, a few were evasive or frankly admitted to a somewhat limited reading schedule. The average number of books for the group was eight and nearly all had been reading professional periodicals, as many as twelve in one case.

Everyone has attended conferences of one kind or another, some as many as eight or nine during the preceding year.

Two faculty members had contributed articles to professional journals and one has written a book that is now available for publication.

In addition to receiving reports on the progress of our students who have transferred to state colleges and universities as a measure of the effectiveness of our instruction and asking them to evaluate our strengths and shortcomings, a follow-up program is just beginning in which an attempt is being made to contact all former students. The first questionnaire will not yield a great amount of information, but after learning the whereabouts of alumni a more complete follow-up can be made.

A contribution to faculty alertness was made by the presence for seven weeks of two University of Texas research people studying the community services of our college. A similar influence is expected of research by Dr. Leland Medsker in the follow-up we are expected to carry on for the high school seniors of Hutchinson High School and other Reno county high schools to whom two tests were administered in the spring of 1959 for this national study.

Adjustment of Instruction and Curriculum

Many of the most important results of effective instruction cannot be evaluated by the usual paper-and-pencil tests: the acquisition of effective work habits and study skills, for example, and the development of acceptable social attitudes and behaviors. Good work habits, cooperativeness, industry, and citizenship are commonly listed as desirable goals and are recognized as standard instructional objectives, but are exceedingly difficult to measure.

Lacking a suitable means of approaching these less accessible outcomes of instruction, the Hutchinson Junior College faculty has in the past tended to center its evaluations on what is most evident, mastery of subject matter. In general, the faculty has utilized frequent course examinations constructed so as to test the variety of learning inherent in the subject--not only the facts of knowledge but also the ability to use knowledge, recognize or establish relationships, derive or validate principles, solve problems or, in general, move with competence within the scholarly province of the subject.

In addition to formal testing, the staff has been involved in other types of evaluation activity shared with colleagues or designed and initiated by individual responsibility. In some cases the faculty has been guided by objective devices; in others subjective judgment alone served. In either case, the staff has contended that it is important to evaluate students as people, both as a necessary condition for teaching them and as a means of assessing their total progress. The faculty has attempted to know their students: to focus attention on intellectual quality and achievement, traits of character and personality, emotional maturity, group behavior, sense of moral and social responsibility, initiative, leadership, and attributes of democratic living. These are the factors which substantiate the concept that evaluation of instruction is in a larger sense a state of mind as well as a process. It is the opinion of the faculty that the instructor who critically regards his practices each day, who seeks to find in his students evidence of the effect of his instruction, finds that evaluation-centered thinking is a continuing, rewarding, and integral part of his teaching.

The program for evaluation of instruction consists of teacher-student evaluation, a student-teacher rating inventory, revision of instructional methods, utilization of community resources, revision of curriculum, and the adjustment of instruction to the differential abilities and interests of the student body. This program is in keeping with departmental objectives and the philosophy of the college.

Information compiled from a Teacher-Student questionnaire,[1] leads to the conclusion by the Instruction Committee that teacher-student relations in the Hutchinson Junior College are excellent. The questionnaire reported that students were interested, industrious, and desirous of learning. Every effort has been made to cultivate and promote a sense of rapport by maintaining a friendly, but business-like atmosphere in faculty dealings with students. The staff has always recognized the "worth" of the individual, stressed democratic ideals, and encouraged students to think for themselves--but not without direct or indirect guidance. For example, a list of times is posted by all instructors indicating the available hours for advising or for giving individual attention to student needs. Each faculty member is assigned a group of students at the beginning of the semester for helping them with enrollment and providing special attention to problems directly (and often times indirectly) related to the student's proper adjustment to junior college life. An effort is made to assign to the instructor those students who are pursuing courses of study in that instructor's field. However, with increased enrollments and indecision in these years by the student as to his field of endeavor, this is not always possible. Nor is it ever possible, with the present number

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1. Appendix IV-A

of faculty members in proportion to increased enrollments, to provide sufficient time for complete student advising. This problem has been somewhat lightened by the addition of a Director of Admissions and Registrar whose duties include advising on many student problems.

Students inevitably form judgments of their instructors. Knowing student opinions can be useful in disclosing unsuspected strength and weakness and can be used as the basis for improved instruction. Some teachers regularly ask students to evaluate them and their courses. The Instruction Committee wanted this process and its values to be college-wide.

The committee made searching inquiry into the area of evaluation of instruction. One committee member did extensive research of the literature in a Junior College Workshop at the University of Kansas during the 1958 summer session. These findings provided the committee with practival information as to the feasibility and practicality of such an evaluation in our junior college. In addition, the combined investigations of the committee, with faculty and administrative contributions, indicated that in many instances student-teacher evaluations were shown to be extremely varied in composition and often difficult to administer. However, the faculty concluded that the benefits to be derived from such an evaluation countered its shortcomings.

The committee enlisted the assistance of W. T. Cole, Director of Research and Guidance, to aid in the preparation of a scale that would best serve our purposes. Following a study of a number of available rating scales, an evaluation scale (satisfactory to a majority of the faculty) was made ready for distribution.

About 72% of the faculty availed themselves of the anonymously completed questionnaire, constructed so as to direct student thinking along specific lines of teacher accomplishment. The committee felt that the use of an explicit questionnaire reduced the chances of resorting to unwarranted flattery or reckless criticism. Students, for the most part, were willing to cooperate and, as a rule, were discriminating, fair, and generous in their estimates.

At the suggestion of the Instruction Committee and on the recommendation of the Dean's office, twenty-one faculty members made use of the rating scale on a voluntary basis. When administered the evaluations were sealed in envelopes and left in the College vault, not to be seen by administrators at all, nor by the teacher until after his grades were turned in. Approximately 2,000 copies of the inventory were prepared, and 1,514 replies were collected at the end of the 1958-59 fall semester prior to, and in some cases in conjunction with, final examinations. Teachers were previously orientated on administering the inventory. Although a number of instructors had been using some form of evaluation by students over a period of years, this was the first college-wide evaluation effort.

To judge the worth of the project a follow-up questionnaire was used to collect information for future evaluations.[2]

In spite of its shortcomings, a majority of the staff felt that the evaluation had been a worthwhile endeavor and that the ultimate results were informative, useful, and would, to varying degrees, have some influence on their attitudes and teaching methods. In the main, the findings were at least indicative enough to warrant further investigation. There were comments and suggestions from the faculty which the Instruction Committee found constructive as guides for future evaluations of this type. If for no other reason such an evaluation was valuable in that it pointed up and magnified the need for some form of student-teacher evaluation. Most instructors agreed that the inventory was an effective beginning.

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[2] Appendix IV-B

The following list is a partial compilation of the basic instructional materials and equipment faculty members considered vital and necessary to the effectiveness of instruction, all of which are available and used by various instructors:

1. Textbooks
2. Library and reference materials
3. Study aids and guides
4. Stage and stage equipment
5. Slides
6. Models
7. Hand and machine tools
8. Manikins
9. Ample music
10. Musical instruments (piano, organ)
11. Film strips
12. Field trips
13. Exhibits
14. Fashion shows
15. General files
16. Laboratory supplies
17. Graphs, maps, charts
18. Level and plane table
19. Blackboard
20. Demonstration materials
21. Art materials and supplies
22. Collections and specimens
23. Self tests and devices
24. Pictures
25. Movie projection machines
26. Opaque projectors
27. Bulletin boards
28. Reading improvement materials
29. Reading accelerator
30. Reading rate pacer
31. Portable flannel board
32. Phonographs
33. Records
34. Tapes (wire and magnetic)
35. Tape recorders
36. Microphones
37. Office machines
38. Community resources

When further questioned about the community resources presently utilized, to various degrees, by the College, faculty members listed:

1. Speakers
2. Central film library*
3. Public library
4. Art displays and exhibits
5. Kansas state fair grounds
6. Field trips
7. Locally printed materials
8. Civic and church groups
9. Two well-equipped hospitals
10. Business and industry
11. Human behavior for observation
12. Record library
13. Naval Reserve Training Center, Air National Guard unit
14. Two radio stations (250 watts)
15. Television station (KTVH)
16. Hutchinson Theatre Guild
17. Two newspapers (daily, weekly)
18. Hutchinson Sports Arena

*A manual of audio-visual instructional materials listing more than 850 films, filmstrips, records and teaching tapes available in the Hutchinson Public School System Film Library, is presented to the faculty at the beginning of each school year. Many of these aids are appropriate for the junior college level and an adequate amount of others can be rented.

Table II shows the results of a survey of the instructional methods employed to present comprehensive instruction in the classroom. It should be noted that methods vary, depending upon the subject matter and the nature of various courses of instruction. The use of many methods is considered indicative of the excellent instruction in which junior colleges take pride. The survey was based on a total of thirty-three faculty replies.

TABLE II

INSTRUCTIONAL METHODS USED IN HUTCHINSON JUNIOR COLLEGE

	Used	
	Yes	No
1. Audio-visual Methods		
a. Charts, Graphs, Maps	26	7
b. Field trips	14	19
c. Films, filmstrips, slides	26	7
d. Models, mock-up, objects, specimens	23	10
e. Recordings, tapes	12	21
2. Class Reports		
a. Oral reports	22	11
b. Written reports	23	10
3. Discussion	32	1
4. Exposition (explanation)	28	5
5. Laboratory	23	10
6. Lecture	32	1
7. Lecture-Demonstration	30	3
8. Panel or Debate	15	18
9. Projects	19	14
10. Term Papers	18	15
11. Visiting lecturers and Demonstrations	18	15
12. Other Methods		
a. Magazines, pamphlets	23	10
b. Private instruction	23	10
c. Student teaching	11	22
d. Supervised independent study	13	20

The faculty believes evaluation and revision should be continuous and decisions should be arrived at democratically by students, supervisors, and administrators. From a questionnaire submitted to the staff the enumeration of practices by which the faculty carry on a program of continuous evaluation and revision of courses and departmental objectives is given in detail in Appendix IV-C. Also presented are the ways by which teachers adjust their instruction to students of different abilities and different interests, and to different purposes served by the College. In general, the faculty believe that rather than to group students by ability the classes should be kept small and as much individual attention be given as possible. Strong students are generally required to do more advanced work in addition to regular course requirements. Weak students are given as much individual attention as time permits to aid them with their special needs. To the best of his ability each student is challenged to acquire the basic skills and as much more as he can.

AREAS OF STRENGTH

1. New teachers are carefully selected by the administration.
2. A program of orientation, guidance and counseling is carried out for all new teachers.
3. Many aids and devices are provided to keep the faculty alert and growing.
4. A sincere attempt is made by many faculty members to instruct students on the basis of knowing them through personal contact and information in cumulative folders. Their contacts in the faculty-student adviser plan also encourage scholarship thus supporting the work of other teachers.
5. Good scholarship is recognized locally and graduates are assisted in securing scholarships for advanced study.
6. Teacher-student relations are excellent and students are reported to be interested, industrious, and desirous of learning.
7. A college-wide evaluation of teachers and courses has improved instruction.
8. Teachers are alert to the instructional materials and equipment needed for good instruction.
9. Excellent community resources are available and are being utilized.
10. Instructional methods are varied.
11. The faculty is constantly evaluating and revising courses and attempting to adapt them to the abilities of students.

AREAS FOR IMPROVEMENT

1. The teacher load of large classes and/or extra-curricular duties often grows faster than assistance can be secured.

2. For those students indifferent toward scholarship, perhaps a strengthening or clarification of the attendance policy should be made.

3. The new probation policy should eliminate those who are too indifferent or too weak for a valid college program.

4. The student load should be more carefully checked to see that it is in keeping with the ability and record of the student and also the job obligations he assumes outside of school.

V. THE LIBRARY

Purposes and Functions

The Hutchinson Junior College Library cooperates with the administration and instructional staff in promoting the educational program of the college. The primary objective of the Library, as stated by Lyle, is "to make its services contribute as effectively as possible to the instructional program of the college."[1] To accomplish this objective, the Library serves its patrons:

1. As a materials center
    - a. By selecting, ordering, cataloging, and processing books, periodicals, pamphlets, and other materials to meet the curricular needs and co-curricular interests of students and faculty.
    - b. By notifying students, faculty, and administrators of the availability of new materials, and by acquainting patrons with the resources of the library by displays, bibliographies, and other means of publicity.
    - c. By keeping the book collection current through frequent evaluation on the part of the librarian and faculty members, and subsequent discarding of obsolete materials.
2. As a teaching agency
    - a. By giving instruction in the use of books and libraries to new students, to classes requesting specific information, to individual students and teachers, and to student library assistants.
    - b. By cooperating with faculty members in the preparation of reading lists and bibliographies.
    - c. By assisting students in their search for information through individual help at the card catalog, the Readers' Guide, and the reference books.
3. As a reading center
    - a. By assisting the faculty in arousing interest in reading beyond the limits of course requirements.

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[1] Lyle, Guy R. The Administration of the College Library. N. Y., H. W. Wilson Company, 1945, p. 24.

b. By providing stimulating and worthwhile recreational reading materials.

c. By giving individual reading guidance when needed or desired.

d. By stimulating a growing interest in books and reading through displays, book lists, and other campus publicity.

Library Facilities

Located under the north wing of the college building, the Library is approached by a stairway directly inside the north entrance to the building. On either side of the charging desk at the foot of the stairway is a reading room--the East room housing the general collection and reference books, and the West room containing bound periodicals and indexes. Reserve books are shelved back of the charging desk.

The two reading rooms, with floor space totaling 3,360 square feet, accommodate 125 readers at tables seating four to six persons. The seating capacity provides for approximately 18% of the total college enrollment with 26 square feet of floor space per reader.

All books are on open shelves readily accessible to readers. A stack area in the East room is equipped to shelve 5,000 volumes. Wall shelving around both reading rooms contains the remainder of the collection, including bound periodicals. Total shelving, at 8 volumes per linear foot of shelving (the usual measure for estimating eventual and optimum size of book collection), provides for approximately 11,000 volumes.

The East room serves as the center for the reference activities of the Library. Here are located the card catalog; the vertical files of pamphlets, documents, and clippings; the atlas case; the section of reference books as well as the general collection of books; and the bibliographic tools such as Cumulative Book Index and Book Review Digest.

The West room houses the periodical collection and the periodical indexes, including Readers' Guide, Education Index, and Biography Index. The storage room, which can be attended by the assistant at the charging desk, contains storage for five to ten-year cumulations of the present periodical holdings.

Excellent lighting facilities for the Library were provided by the Board of Education in the 1958-1959 budget. Fluorescent lighting in the reading rooms and incandescent lighting in the office and storage room were installed at a total cost of $4,600. Although natural light is limited because of the Library's location, the new artificial lighting provides standard illumination or better in all parts of the Library.

Forced air heating and ventilating is satisfactory in all areas except the entrance stairway, which lacks adequate ventilation. The stairway also contributes to the problem of noise control in the Library.

Walls of the Library are finished attractively in shades of green and rose. Three paintings by Charles Rogers, a watercolor by John Bashor, and two Sandzen etchings add interest to the reading rooms.

Administration

The staff of Hutchinson Junior College Library includes the Librarian, a part-time adult assistant who is in charge during evening hours, and student assistants. The Librarian has a professional degree from the University of Illinois and fourteen years of junior college library experience. Since the fall of 1958, the evening hours have been supervised by an adult assistant who has an A. B. degree and a background of social science teaching.

Over a period of years student assistance in the Library has been paid at an hourly rate of 60¢; however, by action of the Board of Education a scale has been set for 1959-1960 of 75¢ per hour for the first year and 80¢ for second-year students. This plan will provide in part for merit and seniority recognition.

The Library is administered by the Librarian who reports directly to the Dean of the College. The Librarian has faculty status, attends all general meetings of the faculty, and serves at present on three faculty committees: Library, Planning, and Scholarship. An annual report prepared by the Librarian informs the administration and faculty on statistics of acquisitions, expenditures, and library use with comparable figures for preceding years to indicate any trends.

The Faculty Library Committee operates as an advisory and consultative body. Upon call of the Dean, who serves as chairman, the committee customarily meets at least twice a year to consider problems and policy matters. Other members of the committee are the Librarian, four faculty members appointed by the Dean as representatives of the college generally, and two students designated by the Student Commission. The chief functions of the committee are liaison between the Library and the faculty and integration of library policies and services with the instructional program.

Books and Periodicals

The book collection is carefully selected to support the curriculum typical of a public junior college and, more specifically, of Hutchinson Junior College. At present, the Library holds 961 titles listed in Bertalan, Books for Junior Colleges.[2] The reference collection is constantly being strengthened by purchases of essential reference works included in

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[2] Bertalan, Frank J. Books for Junior Colleges. Chicago, American Library Association, 1954

Winchell[3] and Shores.[4] Approximately 75% of the titles in the reference collection are listed by Winchell and 50% are listed by Shores. Many other titles included in these two reference bibliographies are held by the Library but are classed for general circulation rather than for reference.

Cataloged holdings of the Library total more than 10,000 volumes with an average of 532 books added annually during the past five years. Table III shows the steady growth of the book stock over a period of five years as compared with increases in enrollment.

TABLE III

GROWTH OF BOOK STOCK

Year	Student enrollment	Volumes added	Number of volumes (less withdrawals) at end of year
1954-1955	465	338	8,255
1955-1956	527	420	8,362
1956-1957	571	400	8,689
1957-1958	627	680	9,295
1958-1959	691	825	10,065

Records of the books added annually in each of the subject classifications[5] indicate that efforts are made to keep the collection well balanced. Moreover, the annual acquisitions also reflect additions or revisions in curriculum and increases in faculty and enrollment. For example, as a result of the expansion of offerings in the industrial arts and trade school during 1957-1958, the number of books added in Engineering (620) and Industrial Arts (670-690) increased from 10 titles added in 1956-1957 to 37 titles added in 1957-1958. Changes made in 1958-1959 in the social science curriculum resulted in an increased number of books acquired to support these courses; 72 titles were added in History (900) in 1957-1958 as compared with 167 titles added in 1958-1959.

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[3] Winchell, Constance M. Guide to Reference Books, 7th ed. Chicago, American Library Association, 1951. Supplement I, 1950-1952. Supplement II, 1953-1955.

[4] Shores, Louis. Basic Reference Sources. Chicago, American Library Association, 1954.

[5] Appendix V-A.

To maintain the vitality and effectiveness of the book collection, the Library practices a policy of annual inventory and consistent weeding. Limitations in space and budget demand that every book added is for a good purpose and that little-used obsolete books are withdrawn. As enrollment increases, greater need arises for multiple copies of books for assigned reading and general reading. Wherever such need exists, the Library, taking into consideration its primary responsibility to support the teaching program, provides the necessary duplicates either from the library book budget or from departmental funds.

Although the Librarian is chiefly responsible for the selection and acquisition of books, cooperation of the entire college community is sought in the effort to build a sound book collection.[6] Of the 825 books added in 1958-1959, 203 titles were purchased on specific requests from instructors or administrators. The acquisition records for 1958-1959 show that 96.7% of the faculty requested one or more titles.

Periodicals form a substantial part of the Library's working collection. Each year the periodical list is evaluated and revised, selection being guided in part by Farber's Classified List of Periodicals for the College Library.[7] The Library currently receives five newspapers and 142 magazines,[8]

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6. Appendix V-B.
7. Farber, Evan I. Classified List of Periodicals for the College Library, 4th ed. Boston, F. W. Faxon Company, 1957.
8. This number includes 19 gift subscriptions.

98 of which are listed in Farber as important for liberal arts colleges. Of the 109 magazine titles listed in Readers' Guide to Periodical Literature, the Library has 75; of 149 titles in Education Index, the Library has 34; of 363 titles in Biography Index, the Library has 63.

Expenditures

There are three sources of financial support available to the Library: (1) the budget appropriation from the Hutchinson Board of Education for books, magazines, binding and supplies; for equipment, and for salaries; (2) the student fees in the Hutchinson Junior College treasury held for departmental instructional needs; and (3) fines collected by the Library and deposited in the Hutchinson Junior College treasury.

In the spring semester, recommendations for budgetary needs are made to the Superintendent of Schools by the Librarian and the Dean of the College. After the Board of Education budget has been adopted in August, the Librarian prepares an annual budget which is approved by the Dean and the Library Committee.

Expenditure of the library budget, which is the responsibility of the Librarian, is based upon needs of the curriculum, addition of courses, increases in enrollment and faculty, and faculty requests. Inasmuch as book funds up to the present time have been adequate so that faculty requests for books need not be denied, and since the departments have funds for instructional supplies upon which they can draw, there seems to be no reason for apportioning the book fund to departments. The Librarian's requisitions upon library funds, either from the Board of Education or from the college treasury, are countersigned by the Dean of the College.

A history of library expenditures for the past five years indicates a continuing increase in amounts spent for book materials. Table IV gives evidence, particularly since 1957, that administrative concern is providing

TABLE IV

HUTCHINSON JUNIOR COLLEGE LIBRARY EXPENDITURES 1954-1959 *

Year	Enroll-ment	Books and related materials	Binding	Staff salaries	Student service	Other operating expenditures	Total operating expenditures	Per student operating expenditures	Total educational and general institutional expenditures	Ratio of library expenditures to Total (%)
1954-1955**	465	$1,489	$321	$4,450	$ 624	$	$ 6,884	$14.80	$145,052	4.74
1955-1956	527	1,800	144	4,750	695	590	7,979	15.14	154,830	5.15
1956-1957	571	1,901	173	4,950	693	110	7,827	13.70	193,741	4.00
1957-1958	627	2,668	165	5,250	887	50	9,020	14.38	229,174	3.9
1958-1959***	691	3,639	249	5,900	2,450	400	12,638	18.29	275,510	4.58

* Figures for 1954-1958 are taken from the statistics published annually in *College and Research Libraries*, XVII (January, 1956); XVIII (January, 1957); XIX (January, 1958); and XX (January, 1959).

** Computed totals as published corrected to actual.

*** Totals for 1958-1959 estimated.

for increased library budgets to keep pace with increasing enrollment and book prices. In comparison with 172 junior college libraries reporting expenditures for 1957-1958 to the Association of College and Research Libraries,[9] Table V shows that Hutchinson Junior College ranks at the median for per student operating expenditures and above the median in ratio of total library expenditures to total institutional expenditures.

Use of the Library

Essential though the facilities and services of the Library may be, of greater importance is their use by students and faculty and the degree to which use of the Library is integrated with instruction. Library circulation statistics offer the most valid measure of such usage, although, as authors of the Alma College Library survey state, "in an open-shelf library, circulation statistics fail to indicate the extent of use of library materials within the library."[10]

Student circulation of two-week books, as shown in Table VI, indicates an increasing rate over a period of years. However, the average number of two-week loans per student in Hutchinson Junior College for 1958-1959 is slightly below the 14.7 average for junior college libraries accredited by North Central Association according to Table 5 in the Revised Manual of Accrediting.[11] Reserve circulation figures fluctuate from year to year with the number of books on reserve, revisions in curriculum, and changes in teaching methods and teaching personnel.

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[9] "Junior College Library Statistics, 1957-1958," College and Research Libraries, XX (January, 1959), 56-61.

[10] Harwell, Richard B., and Robert L. Talmadge. The Alma College Library: A Survey. Chicago, American Library Association, 1958.

[11] NCA standards are summarized in College and University Library Accreditation Standards-1957. (ACRL Monograph, No. 20) Chicago, American Library Association, 1958.

TABLE V

COMPARISON OF HUTCHINSON JUNIOR COLLEGE LIBRARY EXPENDITURES 1957-1958 WITH MEDIAN FIGURES FOR 172 JUNIOR COLLEGE LIBRARIES*

	Enrollment	Books and related materials	Binding	Staff salaries	Student service	Other operating expenditures	Total operating expenditures	Per student operating expenditures	Total educational and general institutional expenditures	Ratio of library expenditures to Total (%)
Hutchinson Junior College Library	627	$ 2,668	$ 165	$ 5,250	$ 887	$ 50	$ 9,020	$14.38	$ 229,174	3.9
High	9,326	26,800	2,940	75,428	13,680	19,228	108,814	66.04	4,816,801	22.8
Median	400	2,135	245	5,994	1,000	400	9,694	14.38	254,000	3.5
Low	30	45	2	1,000	45	20	334	1.13	19,270	.87

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* "Junior College Library Statistics, 1957-1958," College and Research Libraries, XX (January, 1959), 56-61.

TABLE VI

STUDENT CIRCULATION 1954-1959

Year	Student enrollment	Average number two-week loans per student per year	Average number reserve book loans per student per year
1954-1955	465	8.7	36.7
1955-1956	527	13.86	35.5
1956-1957	583	11.7	33.6
1957-1958	627	11.28	32.0
1958-1959	691	12.92	34.2

Faculty use of the Library is constantly being encouraged and new ways sought to stimulate interest in reading and greater use of the library resources. During the past two years, special effort has been made to acquire significant new titles in professional literature; and as funds become available, additional subscriptions to journals of learned societies are being added. Statistics on faculty circulation show that the average number of library withdrawals per Hutchinson Junior College staff member per year compares favorably with the average of 25.8 for the junior colleges accredited by the North Central Association.[12]

TABLE VII

FACULTY CIRCULATION 1957-1959

Year	Staff (full-time)	Total books withdrawn by staff	Average number of withdrawals per staff member per year
1957-1958	26	792	30
1958-1959	30	1082	36

Faculty members may withdraw books without limitation, provided the materials are not needed by other patrons. Faculty members also have privileges of charging out materials to be used in laboratories or classrooms

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[12] _Ibid_., Table 6.

(e.g., zoology and children's literature) to supplement the classroom collections.

To meet the needs of the students and faculty, the Board of Education provided in the 1958-1959 budget for additional student and adult assistance in the Library so that evening hours are now possible. Since September, 1958, the Library has been open 65 hours per week, with a total of 125 hours per week of professional and student service. The present schedule is 7:30 a. m. to 9:30 p. m., Monday-Thursday, and 7:30 a. m. to 4:30 p. m., Friday. An indication of the number of readers using the Library is given in Table VIII, the average daily attendance being based upon an hourly count of the number of individuals present in the library reading rooms.

TABLE VIII

LIBRARY ATTENDANCE

Year	Enrollment	Average daily attendance in the Library
1954-1955	465	260
1955-1956	527	339
1956-1957	583	324
1957-1958	627	367 *
1958-1959	691	475 **

* 1954-1958 Library open 45 hours per week

** 1958-1959 Library open 65 hours per week

Library Cooperation

Instruction in library use is carried out cooperatively by the English Department and the Library. Early in the first semester of Freshman English a unit of study is introduced, based upon Aldrich, Using Books and Libraries.[13]

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[13] Aldrich, Ella V. Using Books and Libraries, 3d ed. N.Y., Prentice-Hall, 1951. 102 pp.

The program includes formal instruction in the English class in the use of books and libraries, orientation periods in the Library, and assignment of problems requiring the use of tools and references, followed by a standardized test to evaluate the unit. Motivation is kept at a high level by the fact that the program serves as an introduction to the major term theme.

Less formal instruction in library use is also provided in other courses. The Librarian, cooperating with instructors, notably in the social sciences, science, literature, and business education, spends considerable time in teaching library use and resources for special areas and assignments. Teaching the individual student how to find information rather than finding it for him is the function of the library staff.

Faculty-library cooperation in selection and acquisition of books is at a high level. Instructors who are responsible for departmental organization assume responsibility also for their respective areas of the library collection. There is frequent consultation with the Librarian on desirable purchases and the allocation of departmental funds for library materials. The Librarian, in turn, keeps faculty members informed of new materials by publishers' notices, book reviews, and periodical articles. When new books are processed, faculty members are given opportunity to examine them before they are placed in circulation. Four times each year a list of recent acquisitions is circulated among faculty and patrons of the Library.

With the increased budget in 1958-1959 for student staff, the Librarian has been able to offer more assistance to faculty members in preparation of bibliographies, organization of collections for class use, and searching for materials. As the college grows, there is constantly greater need for additional professional library staff so that more services of this nature can be performed for instructors.

The Library offers its facilities also to the teaching staff of the Hutchinson Public Schools and the Adult Night School. Extension classes at the undergraduate and graduate level are serviced by materials in the Library, supplemented by collections from the extension libraries on the state college campuses.

There is a wholesome spirit of cooperation existing between Hutchinson Junior College Library and the Hutchinson Public Library. The public library, centrally located, with its collection of 70,000 volumes is available without charge to any student registered at Hutchinson Junior College. Lists of periodicals are exchanged regularly with the public library to avoid unnecessary duplication.

Hutchinson Junior College Library has its place in the library program of the Hutchinson Public Schools. Instruction in library use is a part of the curriculum through all levels of the elementary and secondary schools, including the junior college. There is a close working relationship among the five librarians of the junior high schools, the senior high school, and the junior college. Cooperative procedures for the five libraries are followed in so far as possible in budgeting and purchasing. Regularly scheduled meetings of the librarians, occasionally including the public library staff, provide opportunity for professional contacts within the library field.

AREAS OF STRENGTH

1. The Library is readily accessible to students and faculty and is an integral part of the educational program.
2. The Library is administered by a qualified librarian who has faculty status and who holds degrees in the liberal arts, education, and library science.

3. In size of collection and in annual accessions the holdings of the Library meet or exceed quantitative standards of the American Library Association.[14]

4. Faculty participation is actively sought in building the collection, both quantitatively and qualitatively, to support all areas of the instructional program.

5. Accepted library methods are used in the operation of the Library.

AREAS FOR IMPROVEMENT

1. Although the Library ranks above the 1957-1958 median for junior college libraries[15] in expenditures for books and related materials, the constant increase in enrollment and expansion of curriculum demand a constantly increasing budget for printed materials.

2. Although in general the physical facilities are adequate, improved ventilation, enlarged work and storage space, conference rooms, and additional space for periodical display would contribute to greater effectiveness and attractiveness of the Library.

3. Adequate library services are dependent upon adequate personnel. As the enrollment of the college approaches 1,000, it will become increasingly necessary to add to the professional and clerical staff.

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[14] Recommended National Standards for the Junior College Library. Chicago, American Library Association, 1956.

[15] "Junior College Library Statistics, 1957-1958," College and Research Libraries, XX (January, 1959), 56-61.

VI. STUDENT PERSONNEL SERVICES

Guidance for Prospective Students

Certain well-defined steps are outlined for enrollment. The student who follows this procedure will receive more guidance than the student who comes in near the beginning of the term. These steps include:

1. Filing an application for admission to the Junior College
2. Taking a pre-enrollment test during the senior year or during the early summer
3. Completing a tentative enrollment in a guidance situation
4. Arranging for his transcript to be sent to the college soon after high school graduation
5. Being called to the College office during the summer for counseling should there be any indication that the pre-enrollment is in error or the selection of courses unwise
6. Completing final enrollment during the first day of the fall term.

This program makes it possible to bring together, before the actual enrollment, certain information that would insure a more satisfactory enrollment and might indicate whether or not a student needs additional counseling. For those outside the local school system, an application for admission, the transcript, a college entrance test, and the preliminary enrollment would be available. For those coming into the College from the local high school, a complete cumulative folder, accumulated since the student's kindergarten days, containing many test scores, anecdotal records, and other information, is also available. By having these data available in early summer, there is time for additional counseling before the final rush of starting the new school year.

Orientation

Orientation is a continuous process from the time a prospective student begins to learn about a college of his choice to his departure from that institution. Although the Hutchinson Junior College program is not elaborate, there is a well defined procedure to help incoming students find their places quickly and satisfactorily into their new school environment.

This part of the college program begins for the majority of our students when representatives from the College go to the high schools to meet with senior groups, distribute catalogs, talk with individuals about their college plans, etc. This is followed by the pre-enrollment testing already mentioned. The preliminary enrollment is also a part of the orientation process.

Because the area from which most of our enrollment comes is comparatively small, many of those who enroll in the Junior College have been on the campus and are familiar with the plant and grounds.

A more formal orientation program for new students is conducted before school actually starts. At this time school clubs are discussed, officers are presented, the faculty is introduced, and general information about the college is given.

Through the use of a faculty adviser system, students have an opportunity throughout the school year to get help concerning any problem or question they may have and to receive guidance in their last three semester enrollments.

Student Records

Since about half of the enrollment comes from the local high school, the system of cumulative records used in the elementary and secondary levels is continued in the College as the official record of the student. Additional information concerning the student's progress in the college is added. For those who enter from schools outside the city, folders are set up for the application for admission, test scores, and the high school transcript. Pre-enrollments, interview notes, yearbook pictures, the college transcript and other information, are added for both groups of students.

All folders are kept in alphabetical arrangement in the College office, where they are accessible to faculty members, the Registrar, Dean or others who are qualified to use them. An inactive file is also kept which makes all information about former students immediately available in case of inquiry. The policy is for no information to be discarded until the student has had time to complete college training, military service, and to secure a job for which he may rely upon the College for references.

Counseling

There are many levels of competency in counseling. Among the staff members of any school having a planned guidance program there are some who can and will do considerable counseling with students who have problems they feel qualified to handle. The need for an adequate counseling program is as great on the college level as on any other. The educational and vocational areas constitute the major demand, although adjustment problems are common. Many college students are away from home for the first time, which increases the demands upon their resourcefulness to make new decisions. Failure to make proper decisions, unwise use of time, and many other situations may result in frustration, which if not resolved, will adversely affect the success of classroom work as well as the mental health of the student himself. Time-use charts and group guidance on how to study and the use of time are given all freshmen in English classes.

Procedures for Counseling

Although only limited resources for professional counseling are available in our school, each student is assigned to a faculty adviser who will be able to render assistance with many problems. Any faculty member who encounters a problem beyond his level of competency may refer the student to the Registrar of the college who spends much of his time in counseling, or to the Director of the City Guidance Program, whose office is in the College. For a case requiring it, referral can be made to the School Psychologist.

Extra-Curricular Activities

All students are urged to participate in activities outside the regular classroom. It is the philosophy of the College that these are experiences which contribute to the all-around development of the individual. The various sports, forensics, dramatics, music groups, departmental and other organizations offer a wide range of interest from which to choose.

Developmental opportunities abound in the Y.W.C.A., Y.M.C.A., Student Kansas State Teachers Association, Dragonnette pep organization for women, Dragon pep organization for men, the Foreign Language Club, the International Relations Club, the Choir and its men's and women's ensembles, the Pep Band and the Dance Band, the Engineering Club, the Dragon's Tale publications group, and the Business Education Club.

Phi Rho Pi is the national junior college honor society for debate and forensics. The College chapter hosted and won the state debate and forensics meet and was sent to Aberdeen, Washington, to defend successfully its national championship. The debate coach teaches speech classes four days a week and on fourteen weekends took the debaters into tournament competition. Expenditures on this activity this year exceeded $1,850. Six students earned letters in debate and eight in forensics. The College has won nine state and six national championships in this activity.

The Lockman Players presented two major productions during the year--"My Sister Eileen" with a cast of twenty-one, and "Inherit the Wind" using a cast of thirty-seven. They also presented a Fire Prevention skit on TV and at all the elementary schools in Hutchinson, an annual community service done in cooperation with the local Fire Department. Numerous other skits added to the enjoyment of assemblies and an extremely effective presentation of "The Terrible Meek" was given at the Easter assembly.

Assemblies are planned by a committee of two Student Commissioners, two faculty members, and the Dean, with $400 usually available as a budget.

Student activities in athletics will be treated in Chapter X.

The College operates with a Student Commission form of student government and the various activities are faculty sponsored. Some share in College funds, which are budgeted by the Finance Committee composed of the Dean, the Treasurer, the Director of Athletics, Student Commission Sponsor, and the Finance Commissioner along with the other Student Commissioners. Other organizations are self-supporting; however, all operate through the College Treasurer and can spend money only by approval of designated officers.

Projects for which the Student Commission took credit in the yearbook were: "solving of the traffic problem, scheduling assemblies and social activities, distributing the student fund, working on the housing situation, and helping to keep the Dragon Inn in good condition."

Numerous scholarships, usually $100 for the two years, are available to students wishing to apply for them. A full explanation of these is set forth on pages 18-19 of the catalog. Presently thirty students are receiving such aid--twenty-two for cash paid through the College treasury and eight for tuition, either for scholarship or band participation. The recipient of each scholarship is chosen according to the criteria set up by the school or the sponsoring organization.

The College also has available two loan funds from which to draw for needy students, an emergency loan fund and the National Defense Student Loan Fund.

Because of the low cost of attending a junior college, scholarships and loans are less frequently needed than in many institutions.

Health Services

The College has no organized health program for all students but does have some provision for meeting their health needs. The city school nurses have offices in the Junior College and are available for special examinations for eyes, ears, or throat and to administer first aid. Those participating in major sports are given a physical examination, and medical service is provided for all injuries to athletes at College expense, anything over $250 being paid by the insurance carried by the College.

Periodically the State Mobile X-Ray Unit comes to the campus and students and faculty are urged to have chest X-rays.

Since 464 students live at home and the homes of many more are within a comparatively short driving distance, students who need medical attention are expected to go to their own family doctor. In case of an emergency, the college campus is within a few minutes of the two city hospitals. Responsibilities normal to a resident college are not considered entirely applicable to a commuter-college. Blue Cross representatives have urged college officials to set up a plan to protect the 45% of students not included in family plans, but no action has yet been taken.

Housing and Boarding

The Hutchinson Junior College has no dormitories, fraternities, or sororities, which means that all out-of-town students must live in rooms or small apartments in private homes. The only exception is found in a dormitory at the local Y.M.C.A., which provides for athletes at a special group rate.

The College has recognized the importance of suitable housing for students, and has a well organized plan to assist students in finding suitable places and to insure high standards of these places. This plan came into use through the cooperative efforts of the student body, the Student Commission, parents, and a group of Hutchinson housemothers. After careful discussion and planning, a set of regulations was drawn up, in which the kind of accomodations, the responsibilities of housemothers, the responsibilities of the student, and other policies were clearly outlined. All rooms and apartments used by students must be registered at the college and a Student-Householder Agreement form is signed by both the student and housemother in each case of occupancy.

This plan insures an awareness on the part of the housemother as to what the College expects in the way of suitable housing and also makes it possible for the College to refuse approval of a place which would not provide the type of environment suitable for student life.

Placement

Since roughly two-thirds of the students from the Hutchinson Junior College will enter more advanced training elsewhere, placement is restricted largely to that of helping students find part-time work while in school. However, some who will not continue in their studies after graduation from the Junior College are given help in finding jobs.

Placement is handled through a plan which involves both the College and the Kansas State Employment office. Upon enrollment in the College, each student fills out a card, indicating his desire for part-time employment, the type of work wanted, and other information. A copy of this card is on file both in the Employment Office and the College office. In actual practice, most students who ask for jobs are referred to the Employment Service for placement, except those involving work on the campus.

Another important aspect of placement is found in the numerous instances wherein a faculty member may be able to help a student find employment. In some departments, such as Business and Drafting, it is common for an instructor to be instrumental in giving this help.

Student Discipline

Except for exceptional cases, students abide by the rules which, in most cases, they themselves have helped establish through the Student Commission working with the Dean of the College. Men at the Y.M.C.A. dormitory have established their own rules and regulations in cooperation with the Y.M.C.A. General Secretary. The Social Commissioner is responsible for social affairs and maintenance of good conduct at them.

AREAS OF STRENGTH

1. Guidance to students is adequately based upon pre-college counseling, the cumulative folders, orientation and counseling, and the faculty adviser systems.

2. Evidence exists that student talent in many areas is being developed by the extra-curricular activities of the school.

3. Adequate financial aids are available.

4. Job placement and cooperation in it with the Kansas Employment Service is excellent.

5. For the most part, students are here for serious purposes and few discipline problems exist.

AREAS FOR IMPROVEMENT

1. Health services should be studied to develop a program appropriate to a commuter college.

2. Housing policies should be evaluated on the basis of increasing experience.

VII. ADMINISTRATION

General Control

By Kansas law a board of education in a first class city is made up of six members elected in non-partisan municipal elections. Three are elected for four-year terms in April of an odd numbered year and the remaining three are elected for four-year terms two years later. Normally board members assume office on August 1. At any one time half of the group have at least two years of experience making policies for the school system.

For many years the Hutchinson Board of Education has devoted two regular meetings monthly (first and third Mondays) to managing the affairs of a system from kindergarten through junior college, the latter having been added in 1928.

In the November election of 1958, the people of Reno County voted to replace the 1½ mill high school extension levy on the Hutchinson school district by a 1½ mill county-wide levy. The law permitting this required the addition of six "regents" to the Board of Education who would have a voice in junior college matters but no vote.

The law provided that each of the three county commissioners should appoint two regents from his district, one for two years and one for four years. Then at each general election thereafter, one from each district is to be elected for a four-year term using a separate non-partisan ballot, thus providing for the same overlap of experience typical of regular Board of Education members.

The Board of Education members presently are:

	Business	Served since:
Harry Faris, President	Certified Public Accountant	1947
Charles Colladay	Wholesale Hardware Owner	1950
James Rexroad	Attorney and Former Judge	1955
Mrs. J. Richards Hunter	Housewife and Civic Leader	1952
W. W. Ferguson	Real Estate Dealer	1953
Harry Coberly	Chain Drug Store Owner	1957

The first three Board members did not choose to run again in the election of April, 1959, at which members chosen for four-year terms to succeed them were:

Rev. Charles Dumond	Minister
Ralph W. Dunlop	Corporation Executive
Ralph J. Thorne	Attorney

Members of the Advisory Board of Regents appointed early in 1959 are:

		To serve until:
Wesley Nunemaker	Langdon Farmer	1963
Jack Maloney	Castleton Farmer	1961
Tom Armour	Hutchinson Printing Co. Owner	1961
Mrs. Wendell Holmes	Hutchinson Housewife and Civic Leader	1963
LeRoy Esau	Buhler Rural High School Band Director	1963
Richard Klassen	Nickerson Banker	1961

Functions of the Board of Education are to determine policies under which the schools operate and to serve as a legislative and judicial body in representing the public in the management of the schools. Details of college administration like planning, hiring staff, supervision, purchasing, maintenance of plant, etc., are delegated to the executive officer, the Superintendent of Schools. He in turn delegates some of these duties to his subordinates such as the Dean, the Business Manager, and the Superintendent of Buildings and Grounds. The unit type of control has always been practiced.

In its meetings, the Board proceeds with its business according to an agenda prepared by the Superintendent. Official minutes of meetings are kept by the Clerk of the Board (who is also the Business Manager) and are on file in the Superintendent's office. A reporter from the Hutchinson News is in regular attendance for news coverage. For many years policies of the Board of Education have been in print as Adopted Policies and Administrative Procedures of the Hutchinson Public Schools, the last major revision of which was in September, 1956. The Board is not set up in committees, but operates as a committee of the whole, can act officially only when in session, and leaves administration to the Superintendent and his subordinates. The Board is the final authority except for certification and college accreditation which reside in the State Department of Public Instruction.

Administrative Assignments

Duties of the Dean include, for the junior college level only, participating in selection of staff members, administering the entire program of instruction, supervising personnel, developing curriculum, being responsible for use and care of buildings and their equipment, governing student activities, and assuming the responsibility for all activity accounts.

The Superintendent is responsible for all business administration. Management of some college course fees as well as the activity accounts are delegated to the Dean who assigns them to the Junior College Treasurer. Budgeting and expenditures of Board of Education money are assigned to the Business Manager. Thus the Superintendent as the budgetary officer depends partly upon the Dean and partly upon the Business Manager for detailed planning. No junior college in Kansas has a separate budget, but such expenses are incorporated in the total school budget decided upon in the June Board meeting, with levies set in July becoming final after publication of the budget and the public hearing on it early in August.

The Superintendent of Buildings and Grounds supervises all maintenance, operation, and repair of all buildings and grounds owned by School District No. 1, has charge of warehouse and maintenance shops and all custodial personnel, and represents the Board of Education in planning and inspecting all new construction.

The Dean assigns to the Director of Admissions and Registrar the normal responsibilities of such an office, plus heading up the college counseling, the scholarship committees, the awarding of National Defense Student Loans, housing, and student employment.

To the Director of Vocational-Technical and Adult Education the Dean has assigned the duties of developing an aggressive Adult Education program, coordinating present industrial arts and vocational-technical programs and pioneering new ones which the College should be serving its area and national defense by providing.

Business Administration

The Business Manager is responsible to the Superintendent rather than directly to the Board of Education. The Junior College Treasurer is responsible to the Dean, who, in turn is responsible through the Superintendent to the Board.

Major business functions are centralized under the Business Manager. These include:

1. Preparing and administering the budget
2. Keeping all financial accounts including the High School Extension Fund and the General Fund, sources for nearly all Board of Education expenditures for the Junior College
3. Preparing all purchase orders
4. Purchasing instructional equipment and supplies
5. Purchasing repairs and replacements
6. Paying all salaries
7. Paying bills and accounts
8. Supervising all secretaries

The Director of Athletics purchases athletic supplies and arranges transportation for athletic teams. He works coordinately with the faculty member who manages the male staff in handling admissions to athletic events.

The Junior College Treasurer:

1. Collects all course fees, registration fees, and tuition
2. Keeps student-activity accounts
3. Collects student loans and interest
4. Collects revenue from sports events, plays, concerts and other such events given by student organizations
5. Keeps financial accounts for athletics, all organizations, and all concessions
6. Pays all bills for student activities and college course funds
7. Prepares monthly and annually financial statements for the Board of Education
8. Manages the College Book Store

Requisitions are made by instructors and approved by the Dean for all purchases by the Business Manager with Board of Education money. A simpler voucher signed by the Director of Athletics or the Director of Adult Education authorizes the Junior College Treasurer to pay from activity funds expenses applicable to those departments; all others must be countersigned by the Dean to enable the Treasurer to make payment.

Financial Accounting [1]

The general accounting system is in keeping with the best public school accounting practices, is based on fund and cash accounting under the budgetary requirements of Kansas law, in distinction from the five categories of funds and the financial reporting expected of colleges and universities by the National Committee on Standard Reports for Institutions of Higher Education.

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[1] The analysis of accounting and finances for Hutchinson Junior College and for Kansas junior colleges was adapted from the Dean's doctoral study, Ellsworth R. Briggs, "A Critical Analysis of the Financial Planning, Record Keeping and Reporting, and Financial Needs of Selected Kansas Public Junior Colleges." Unpublished Doctoral dissertation. Austin: The University of Texas, 1959.

All budgetary items for the college, just as for the entire school system, are maintained on ledger cards by the Treasurer of the Board of Education on a National Cash Register Accounting Machine, which encumbers the budget items as committments and payments are made and shows current balances in all accounts.

At this time no auxiliary activities are owned and controlled by the college. When dormitories or dining halls are acquired, their finances will become a part of the student-activity accounting.

Delays in payments for student fees and books have been permitted, but the student is required to sign a promissory note which is marked paid and returned to him upon final payment. These notes are kept by the Junior College Treasurer to whom payments must be made.

At the time of registration the business office of the College obtains a copy of each student's program accompanied by an itemization of all charges made. If cash was paid, the office card is stamped paid and the student retains an identical card showing the receipt for designated funds and a student-activity card which he detaches. The College plans to go completely on a cash basis in 1959-60 as regards to student collections.

No accounts payable ledger is maintained because other than a cap and gown contract and an organ contract, all bills are paid by the tenth of each month. Board of Education expenditures must by law be on a cash basis except for building bonds floated.

Accounting expectations by the North Central Association are completely inapplicable because they are based on traditional college and university accounting, whereas most public junior colleges, bound by state laws to public school accounting practices, handle their accounting quite differently, but quite acceptable to those who have developed the public school standards.

In Kansas the major part of expenditures for a public junior college are handled through the Board of Education. Normally, only two of the definitely compartmentalized funds are involved, the High School Extension Fund paying all Junior College costs possible, the remainder being drawn from the public school General Fund. Activity funds are a responsibility of the Dean, who manages athletic, organizational, student activity, loan and some course funds.

The budgetary item for salaries is determined when all positions are filled and educational qualifications and experience determine each instructor's position on the salary schedule.

Details of departmental allowances are worked out in conference by the Business Manager and the Dean, with the budget for the year just completed, the amounts actually spent, and needs as reported by the instructors, serving as their guides. The forms used are the same as the Business Manager supplies monthly, which are posted on the faculty bulletin board. From these reports instructors know how much is budgeted for their respective departments and the budget balance remaining to requisition against as they, with the approval of the Dean, decide upon expenditures during the year.

There is no junior college budget as such, but at some inconvenience most of the figures can be assembled, since all "A" accounts in the Chart of Accounts of the public school system apply to junior College and those not charged directly can be figured by the customary percentage applied in distributing expenses at the end of the year to all the levels of education.

An estimate of the 1958-59 budget for Hutchinson Junior College is given as Table IX (amounts originally directly charged to junior college accounts are unmarked; any marked "d" were arrived at by multiplying the school district total by the decimal multiple of 6.6% used for some years as applicable to the Junior College.)

TABLE IX

ESTIMATED BUDGET FOR HUTCHINSON JUNIOR COLLEGE

1958-59

GENERAL CONTROL[d] (Superintendent's Office and services)		$ 2,500
INSTRUCTION:		
Salary of Dean	$ 8,000	
Clerical, Dean's office	5,650	
Salaries of instructors	181,500	
Instructional Supplies	7,500	
Music	500	
Commencement Expenses	400	
Debate Subsidy	200	
Library clerical (evening-student help)	2,450	
Library books, magazines, etc.	3,000	
TOTAL FOR INSTRUCTION		209,000
OPERATION OF PLANT:		
Salaries of custodians-three buildings	14,250	
Utilities and other operating expenses	4,560[d]	
TOTAL OPERATION OF PLANT		18,810
MAINTENANCE OF PLANT:		
Upkeep of Grounds	3,300	
Upkeep of Buildings	14,950	
TOTAL MAINTENANCE OF PLANT		18,250
FIXED CHARGES:		
Insurance	1,000[d]	
Rental of Gymnasium	1,000	
Music Scholarships by Board of Education	750	
TOTAL FIXED CHARGES		2,750
TOTAL CURRENT OPERATING EXPENSES		$251,110
CAPITAL OUTLAY:		
Repair-Replacement, Furniture	300	
Repair-Replacement, Instr. Apparatus	2,150	
Furniture	500	
Instructional Equipment (Electronics-Machine Shop-Chemistry-Physics)	11,250	
TOTAL CAPITAL OUTLAY		14,200
DEBT SERVICE FOR JUNIOR COLLEGE BONDS AND INTEREST		None
TOTAL BUDGET ALLOCATED TO JUNIOR COLLEGE		$275,510

Summer School and Adult Education are supplemental activities not charged to any school.

In Kansas accounting there is no attempt to show such intended expenditures in a separate budget. At the end of the year, however, they constitute the Junior College column [2] on page 3 of Form 18-E, ANNUAL REPORT-BOARDS OF EDUCATION, CITIES OF FIRST AND SECOND CLASS AND OTHER BOARDS OF EDUCATION, which must go to the State Superintendent of Public Instruction after the close of the fiscal year, June 30.

The yield of the High School Extension levy is the only part of Junior College income which is segregated in the published budget; all the rest is simply absorbed in the school General Fund, so no way to show Junior College income is possible, or called for, under the accounting methods required in Kansas.

The following summary of 1958-59 income will illustrate:

1.5 mill High School Extension levy	$ 79,000 approx.	
414 Reno County students in Average Daily Attendance as reported June 1, 1958, @ $120	49,680	
52 Adjoining County students in Average Daily Attendance as reported June 1 @ $162	6,240	
Estimate of tuition charged students residing beyond the eight-county area	5,500	
Fees charged all students (both Board and College course fees, not including $10 registration fee)	4,500	
Vocational Education Reimbursements (State and Federal)	4,000 est.	
State Aid to Junior Colleges	none	
Federal Aid to Junior Colleges	none	
INCOME FROM VARIOUS SOURCES		149,920
DRAFT ON GENERAL FUND (out of legal levy limits available in other than junior college cities for elementary and secondary school support)		125,590
		$275,510

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2. Other columns are for kindergarten, grades 1-8, grades 9-12, and total expenditures of a school system.

In Kansas board of education meetings in June are typically budget meetings. The new fiscal year begins July 1. Kansas Statutes require the governing body of all schools to prepare an itemized budget and financial statement of estimated income prior to August 1 each year on Budget Form No. 4 to be published in at least one issue of a weekly or daily newspaper having general circulation within the county, that it contain a notice of a hearing on the budget, and publication be not less than ten days prior to the hearing. Hearings are almost always held the first Monday night in August as the boards of education meet to reorganize and elect officers; thus the newspaper notices can be expected soon after July 20.

On Budget Form No. 4, and in the published budget, proposed tax levies must be listed by funds. For the Hutchinson Public Schools the columns needed are: General Fund, Bond and Interest Fund, High School Extension Fund, High School Fund, Special Education Fund, Recreation Fund, Social Security Fund, and Retirement Fund. For the remainder of the published budget the three columns provide information for the past school year, the present year, and the proposal for the coming year. Comparisons are given for indebtedness, district valuation, and then in separate boxes are shown those for expenditures and receipts for each of the nine separate funds for the Hutchinson Public Schools.

Let us give attention only to the High School Extension Fund, until 1959 the basic Junior College support. The expenditures in Hutchinson from this fund for 1955-56 were $72,476.88, for 1956-57 were $75,700.00, and for 1957-58 were proposed to be $80,378.41. These were the proceeds of the maximum first-class city school levy of 1.5 mills for junior college. This was hardly more than one-third of the support necessary.

Beginning in 1945 approximately $95 per year has been collected from the County High School Fund for each junior college student in average daily attendance (A.D.A.) who resides in the junior college county. The 1955 Kansas Legislature amended this law so that approximately $120 was collected for each junior college student in A.D.A. and the 1959 Legislature increased it to $160. Another law permits $162 in county tax transfers for each of a surrounding county's students in A.D.A., but by accepting these county funds a junior college cannot charge those students any personal tuition. For many years $144 ($162 after 1958-59) annual personal tuition was charged nonresidents but now that applies only to those beyond the eight-county area. Tuition is a negligible part of the support of the College whereas the two types of county funds make up around one-fourth of the support necessary for operations.

This county income is listed under the General Fund in the Hutchinson Public School budget, not under the High School Extension Fund. Fees are also charged for various courses; most of these fees, like tuition collected, are turned over annually to the General Fund of the Board of Education. The Business Manager selects the College instructors whose salaries come nearest to requiring the total High School Extension Fund and the rest, as well as all other expenses, are charged to the General Fund. Therefore, out of the General Fund must come considerably more than is collected for the Junior College in order to pay the remainder of its costs. But this draft on the General Fund is apparently what the Legislature wants, for the 1957 Legislature raised second-class city junior college levies to a legal 5 mills without changing the historic 1.5 mill limit in first-class cities.

It is too early to tell what effects the new county-wide levy will have upon accounting. As long as Kansas law forbids transferring money from one fund to another and the High School Extension Levy (or its county-wide successor) and proceeds from other county taxes cannot pay all of the College expenditures, it will be impossible to show clearly the revenue or expenditure picture of this or any other Kansas public junior college.

The city school budget of approximately $2,500,000 per year, while being managed entirely according to law, does not make evident either the income or the expenditures of the Junior College. They are absorbed in the budget in a manner impossible to identify.

The accounting, while also impeccable, does not adequately serve the Junior College purpose either. Reports are made on forms supplied by and in conformity with regulations of the State Department of Post-Audit.

In May, 1954, the Board of Education purchased a National Cash Register Appropriation and Expenditure Machine Model 32-10. It was used only for payroll until July 1, 1957, when all budgetary accounts were put into the machine. Prior to that time a Clerk-Treasurer's Warrant Register was maintained showing all payments from all funds. In addition, a Contract and Order Register was kept detailing the date, purchase order number, the vendor, the date stamped showing when the warrant was paid, and distribution to the various funds. At the end of each month purchase orders simply estimated previously were corrected to actual.

On July 1, 1958, all remaining expenditures were put into the machine so that now one bar is used for payroll, one bar for budgetary accounts, one bar for accounts payable, and one bar for withholding taxes. This last bar is on a calendar year basis but everything else is on the school year of July 1 to June 30. There is no need for the old Department of Post-Audit forms except a purchase order which must still be typed. The auditors consider machine accounting superior to the old procedures. For several years they have not expected a duplicate of the Clerk's Warrant Register for the Treasurer; this is no longer needed with machine accounting.

Until the Hutchinson Public Schools purchase order Form 208 was revised in January, 1957, the 1940 state form was used. A major objection had been to itemizing goods being ordered on the face of the form and expecting the vendor to copy this with any corrected pricing on the back where he also certified the bill was due and legally payable. The Revised Form 208, revised on the basis of the experience of the Business Manager and printed commercially with snapout carbons, has all necessary information on the face. Any recopying by the vendor has been eliminated and all certifications appear on the same page as the goods being purchased. The snapout carbons are said to save more than half the time formerly taken to type purchase orders.

In an interview in Topeka July 7, 1958, in the State Department of Post-Audit with George Yandell, the accountant in charge of reviewing all audits of cities and schools, the Dean found Mr. Yandell agreeable to machine accounting, saying it provides more information than the state system requires.

When machine accounting was completely established in Hutchinson, a card was set up for each account in the Chart of Accounts, the budgetary amount posted to each card, and as each expenditure is posted, the machine lists the unencumbered balance remaining in the account.

The Chart of Accounts is based on the Kansas Standardized System for expenditures using the 12-series for General Control, the 13-series for Instruction, the 14-series for Operation of Plant, the 15-series for Fixed Charges, the 16-series for Auxiliary Agencies, the 17-series for Supplemental Activities, the 18-series for Maintenance of Plant, and the 19-series for Capital outlay. Higher series in the system: 20 for Debt Service, 21 for Building, 22 for High School Extension, 23 for Industrial Training, 24 for Playground, 25 for Trust Funds, Teacher Retirement and Insurance, and 26 for Cash are used, but not so numbered in the Hutchinson accounting system.

In further breakdown an A-series applies to the College, for example:

132A is the salary of the Junior College Dean
133A is salaries of Junior College instructors
134A is the Junior College series of seventeen instructional supplies accounts
135A is Junior College music supplies
141A is Junior College operation of plant
161A is Junior College library help by students
1611A is library books, magazines, etc., for the Junior College
184A is Junior College repair and replacement of furniture and equipment
185A is Junior College repair and replacement of instructional apparatus with seventeen accounts in this series
188A is Junior College repair and replacement of musical instruments
196A is Junior College capital outlay, furniture and equipment
197A is Junior College capital outlay, instructional equipment

A similar series of accounts numbered the same but affixed with B apply to high school expenditures. Ca, Cb and Cc series are for the three junior high schools. The D-series is for the thirteen elementary schools with no attempt to designate individual school costs.

Costs not chargable to any one school are broken down percentage-wise only at the end of the year for the Form 18-E report, copies of which must go by August 25 to the County Superintendent of Schools, who files one and sends one on to the State Superintendent of Public Instruction by September 1. The breakdown seems to have been in accord with past experience and the same percentages were used for several years despite the addition of new elementary buildings or additions to old ones:

Kindergarten	5.2 %
Elementary Schools	67.7 %
High School (grades 9 - 12)	20.5 %
Junior College	6.6 %

These percentages apply to administrative costs like the superintendent's salary and services of his office, the annual distribution of utilities costs and buildings and grounds maintenance costs. Major changes in the 18-E report for 1957-58 changed these percentages, respectively, to: 4.5, 72.5, 18, and 5.

The description of the preceding pages not only serves to indicate how accounts are kept regarding Hutchinson Junior College, but also the basis upon which reporting is done to state offices. It makes evident why the Dean's study concludes that Kansas must legalize fund transfers for junior colleges, must require that all income and expenditures for these institutions be accounted for separately from or at least identified within the rest of the city school operation, must develop separate budgets and expenditure reports and require they be made public. Junior college maturity requires that the public have full knowledge of the costs if adequate support for the expanding programs of junior colleges is to be expected.

Supervision of the Finances of Student Activities

The Dean and eight Student Commissioners sit as a panel of judges when, in a meeting before October 1 each year, the Junior College Treasurer reports the fall activity fee income of $10 per student and an estimate for the spring semester. Each student president or sponsor makes an appeal for the needs of his organization. In open discussion and guided by reports of past experience from comparative reports supplied by the Treasurer, allotments are made for: assemblies, yearbook, dramatics, forensics, music, social, student flowers, student union, cheerleaders uniforms and travel, student K.S.T.A. scholarship contribution, and athletics; all other organizations are expected to finance themselves, although their accounts are on the monthly reports given to all the faculty and the Board of Education, and their money is expended in the same manner as the rest. Whatever remains reverts to the student general fund for miscellaneous student expenses. If the distribution becomes too difficult for thirty people, the Finance Commissioner, the Treasurer and the Dean make up a sub-committee to work out details within authority extended by the group. The proceeds of the bookstore and student lounge concessions are spent for the good of the school upon the judgement of the Dean with advice of faculty sponsors.

All money turned over to the Treasurer is receipted and distributed to the proper organization or fund account. Expenditures by student organizations are initiated by vouchers requesting payment by their respective treasurers, countersigned by the sponsor and by the Dean; upon this basis the Treasurer will draw a check for payment.

Monthly and annual reports of the status of all accounts, income and expenditures for each during the month and remaining balances, are provided the faculty and Board of Education each month. The Treasurer's accounts and books are audited each June at the same time Board of Education books are audited.

AREAS OF STRENGTH

1. The Board of Education and Board of Regents are widely representative and function according to the best standards of school management.
2. Administrative assignments are definite and understandable.
3. The business administration of Board of Education monies and College funds is efficient and workable.
4. Although the financial accounting does not follow college and university standards, it is outstanding when judged by its own public school standards and is in keeping with Kansas law.
5. The advantages of machine accounting are used for Board expenditures with departures from the Kansas Standardized System having state approval.
6. Although there is no Junior College budget as an identifiable part of the Hutchinson Public Schools income and expenditures, one can be developed without great difficulty because most of the expenses are charged directly to College accounts and others are derived by a percentage of the city schools' total.
7. Management of student funds is well organized and sound.

AREAS FOR IMPROVEMENT

1. Kansas law must be changed so all Junior College income and expenditures can go into and come from the same fund.

2. A separate budget should be developed with more extensive faculty participation and be a matter of public knowledge.

3. Junior College accounting should be reorganized and done by machine as that of the Board of Education has been.

VIII. FINANCE

As originally calculated, the Superintendent's report for 1957-58, the last year for which final figures are available, indicated an expenditure of $229,174.70 for the College. During the year 645 different students attended during either or both semesters (there is no summer school), so "by enrollment" the cost per student was given as $350.42. Because three severe "flu" epidemics were experienced during the year, the average daily attendance figure amounted only to 497.6; on the basis of this average daily attendance the cost per student was $460.56. Kansas reporting calls for these two measures only. When the calculation was changed to charging the college with 5% rather than 6.6% of the costs for the entire system, the above costs per student became respectively $277.02 and $363.80.

Enrollment figures given are as of the end of the school year; the official report by the Dean to the State Superintendent each October 15 is based on all regular students taking fifteen or more credit hours as of September 30; all other students are classed as special students. Full-time student equivalents are not called for in Kansas reporting. In an additional study, however, total semester hours enrolled for in both semesters divided by 30 indicated a full-time student equivalent of 590 for 1957-58. A comparable cost per student as figured on the basis desired by the National Committee on Standard Reports for Institutions of Higher Education would therefore be $388.43, using the Superintendent's original cost figure for the year.

The total budget figure given above included about $4,080 of capital outlay for equipment and building repair, not enough to distort per student costs. It does not include expenditures for bookstore, athletics, and student union; there are no residence halls, dining halls, student hospitals or infirmary to be included; it does not include scholarships. These are all handled separately in the student activity accounting. The $388.43 cost per student multiplied by the 1.78 weighting used as a corrective multiplier in the case of junior colleges as well as the .79 weighting given institutions of 571-90 enrollment would equate our program to that of the standard college devoting $546.21 per student to its educational program.

The 24 to 1 ratio of students to instructor is about twice as efficient as the typical college and the quality and breadth of program offered to the approximately 700 students at Hutchinson Junior College is believed to be far better than the monetary standard would indicate.

As regards stable income per student, no endowment or gifts and grants are depended upon; only about 3% of income is derived from tuition or course fees; all the remainder needed comes from source of tax support. There is no question about the stability of that support.

On January 15, 1959, the Kansas Secretary of State recorded the incorporation of the Hutchinson Junior College Endowment Association.[1] It is patterned after that of the University of Kansas and is intended to make possible the acceptance of gifts which can enhance the ability of the Junior College to serve its clientele whether the gifts be for buildings or for programs. There is no intention to exploit this source of income aggressively; however, within the next decade the expected growth of the college may require provisions for a girls' dormitory, a dining hall, a student union, a fine arts building, an expansion of the mechanical arts building, a library, and the doubling of the size of the present classroom and administration building. To secure the first three by the revenue bond technique an attempt was made in the 1959 Legislature to amend to include junior colleges the law giving such authority to the state colleges. The bill passed the House of Representatives but was killed in the Senate Education Committee, thus any such solution must await the 1961 session of the Legislature.

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[1] Appendix VIII-A

As a part of a public school system no balance sheet of assests and liabilities is expected or maintained. However, the Superintendent's reports show that in 1938 the classroom and administration building was built at a cost of $574,280 and equipped for $75,108. The National Youth Administration deeded the Mechanical Arts Building to the Board of Education at no cost. The present buildings and equipment are all paid for except for the $150,000 allotted to the college for expansion from the $3,800,000 bond issue voted in November, 1956. One fifth of this should now be paid, leaving less than $175 indebtedness per student chargeable to the college. Although the debt for the College is negligible, the $3,800,000 school district obligation was the legal maximum permitted in Kansas, so this debt must be reduced before any College building indebtedness can be incurred or other ways must be found to finance buildings.

With the county-wide levy to support the operation of the junior college, and with claims just having been submitted to adjoining county superintendents of schools, the pattern of revenue for 1959-60 would appear to be:

1.5 mill levy on Reno County (extends county-wide the old 1.5 mill Hutchinson levy)	$190,000.00 (actually $95,000)*
At the lowest formula figure from the County High School Fund:	
430.528 students in A.D.A. from Reno County @ $160 (formula raised from $120 to $160 this year)	68,884.40
Transfers from adjoining counties:	
7.689 A.D.A. for Stafford County students	
26.933 A.D.A. for Rice County students	
16.639 A.D.A. for McPherson County students	
5.583 A.D.A. for Harvey County students	
20.600 A.D.A. for Sedgwick County students	
11.550 A.D.A. for Kingman County students	
1.422 A.D.A. for Pratt County students	
90.416 students in A.D.A. @ $162	$ 14,647.39
Tuition, Board course fee and College course fees (estimate)	10,000.00
Vocational Education Reimbursements (estimate)	6,000.00
Typical yield of junior college taxes	$289,531.79

* Assessments for this new tax were made in March. The first half of the tax is due November 20 and will be paid to the Hutchinson Public Schools in January. The last half need not be paid until June 20 thus would not be available to the schools until the next fiscal year, so until the year 1960-61 the Hutchinson General Fund will have to supply the $95,000 not yet available from the county-wide levy.

Although planned expenditures for the College have not been determined for 1959-60, salary increases and the addition of three new staff members will likely raise them to $300,000. Any amount necessary beyond the $289,531.79 (for 1959-60 $194,531.79) will require an additional draft on the General Fund of the Hutchinson School District, a basis of support beyond the former High School Extension Levy for the Junior College which has loyally been provided for many years. Under present law any new buildings must also be financed by the Hutchinson School District. The need for other sources of revenue is evident.

Kansas is the only state with strong junior colleges which does not provide state aid for them. The past two Legislatures have denied such aid, but many informed people believe that sentiment is changing and that state aid for junior colleges will eventually be provided. Recommendations by many citizen's county committees in the Elementary-Secondary phase of the Kansas Educational Survey, to be reported November 1, seem to indicate this.

The administration is confident that by securing state aid and possibly building gifts from large donors the needs of Hutchinson Junior College in the next decade can unquestionably be met and that services to a growing student body will not be hampered.

AREAS OF STRENGTH

1. The property tax base has been extended to its logical limits with support from city and county taxpayers alike.
2. Tax transfers are received for the education of students from adjoining counties.
3. The faculty and administration are aware of the necessity of adding to facilities and are taking steps towards solution of those problems.
4. Indebtedness is very small.

AREAS FOR IMPROVEMENT

1. State Aid for current operations and perhaps for capital outlay expenditures is needed to assure the financial future of the College, since enrollment may be doubled.
2. County tax transfers for students from adjoining counties should not be limited to $162 but perhaps equal the per student operating cost plus an amount for building use such as in California.
3. Means must be found to finance buildings which are needed for a rounded junior college program.

IX. PHYSICAL PLANT

Hutchinson Junior College occupies a 38-acre campus extending two blocks east of Plum Street between Eleventh and Fourteenth Streets in the northeast part of Hutchinson. The area is attractively landscaped with many varieties of trees and shrubs planted for their beauty as well as a botany laboratory. The original plans allowed adequate space for five buildings exclusive of those now on the campus. Therefore, space is adequate and assured for future expansion.

Immediately off campus to the northeast is the Garden Plaza district of 116 apartments originally built for Hutchinson Naval Air Station family housing. The present owners have approached the Board of Education officials regarding the adaptation of some of these units for student housing. Two blocks east of the College the new campus-type Hutchinson High School, planned for 1,800 students, is under construction, with use scheduled for 1960-61. Between the College and High School the Naval Reserve Training Center has been built on Board of Education land. To the south of it and adjoining the football practice field is the west parking area for the city's $1,250,000 Sports Arena, and beyond its east parking area is the new National Guard Armory. These adjoining facilities on nearly eighty-acres of land are a combination of city, college, federal, school, and state buildings and grounds hard to match anywhere.

Location

Except for the facilities described above, the College is located in a residential area, making it readily accessible to the student group. It is about a mile from the central business district and away from heavy business traffic. It is within walking distance of the major part of the rooming houses; however, in these days students drive, so two large parking areas capable of accomodating 400 cars are provided on the campus. Part of this parking area is hard-surfaced as are all the main drives, which are laid out in smooth curves and landscaped.

Buildings

The main building, built in 1938, is an attractive two-story brick and stone structure of modified Spanish architecture. It houses twenty-one modern classrooms (of typically 720 square feet) and larger laboratories, office rooms for faculty, administrative offices for the Superintendent and for the Dean, an auditorium, a library, a bookstore, music practice rooms, and a student recreation area. The latter, called the Dragon Inn, was excavated in 1950, measures 30' x 90', and has many trophies of student prowess on display as well as facilities for music and refreshment. In the summer of 1957 space was excavated under one wing of the building to provide office area for the Department of Special Services, thus allowing one more room in the building for classroom use, and two of the eight new offices were made available for faculty offices or conference rooms. This building, as well as all others on the campus, is of fire resistant materials and they are all homogeneous in style and grouping. The cost of the building was $574,280 and it was equipped for $75,108. Flood lighting the building at night provides a picturesque sight for passers-by.

Northeast of the main building is the Mechanical Arts Building, added in 1941 as a National Youth Administration structure and now the property of the Board of Education. It houses the departments of Industrial Arts and Vocational-Technical Education. By moving the city school maintenance department into its own quarters in the Spring of 1957, this trade school area was doubled; $11,000 was spent installing a new heating system, moving various shops into more ideal locations, and redecorating and re-roofing the building. It now contains a welding shop of 1,600 square feet, a woodwork shop of 2,800 square feet, a machine shop of 3,600 square feet, and an electronics shop of 1,600 square feet. The value of the building is at least $50,000 and the value of the shop equipment is nearly $250,000, although nearly half that value was secured almost free by a vigorous policy through the years of obtaining government surplus equipment.

A contract with the Navy will allow the College to move the Language Department to the Naval Reserve Training Center in September, 1959. Classes in French, Spanish, and German will be held in a classroom accomodating 36 students in which any of the Navy's audio-visual aids can be used. Also the Morse Code listening room is available for language laboratory with its tape recorders and record players and facilities for different students to listen to as many as five recordings at the same time.

Directly east of the Mechanical Arts Building is a new $70,000 building housing the Office of Superintendent of Buildings and Grounds and storage and maintenance shops considered by many as the most adequate and ingenious in Kansas. From this location the maintenance department serves the College and the other 18 city schools. The area and appearance of the buildings are similar to that of the Mechanical Arts Building, with maintenance supplies stacked in the interior quadrangle to make good the promise to householders across the street that our shops and maintenance would never detract from their properties.

South of the Mechanical Arts Building lies one parking area south of which are the ten tennis courts, hardsurfaced and well-lighted for night play. They are protected from wind by shrubs and trees. The football field and track are south of the tennis courts. This area is used by the College, the High School, and the junior high schools for practice and competitive games. The field is well-lighted and landscaped; its turf is a thing of pride. To the east is the practice field, which is three blocks long. Gowans Stadium is on the west side of the football field. This unit houses dressing rooms for the High School and visiting teams. With bleachers to the north and south of the stadium, as well as along the entire east side of the field, more than 5,000 spectators can easily be accommodated for football games. Here also the National Junior College Track and Field Meet has been co-hosted by the College and American Legion for the past seven years.

Adjoining the college campus to the east is the Hutchinson Sports Arena, completed early in 1952. It is a municipally owned project, but for a modest rental part of the building is given over to the college physical education department. Adequate dressing rooms and a practice gymnasium are provided for the College program, and all College athletic equipment is stored there. The main playing floor is used for college and high school basketball, for the College and Chamber of Commerce to co-host the State High School Class A Basketball Championships, and for the National Junior College Basketball Tournament which the College and the American Legion have co-hosted since 1949. The Sports Arena was built for tournament play, can seat nearly 8,000 people, and has sixteen dressing rooms.

An analysis of the adequacy of each laboratory has been made, but no details will be given here. In general, it can be said the classrooms and laboratories are furnished adequately, with an apparent policy of years' standing that instructional aids and supplies are made available in sufficient quantities to enable teachers to teach effectively. There are no glaring inadequacies.

The problems of crowding are most evident in the main classroom building. Until the faculty exceeded the twenty-one classrooms, it was customary to consider each classroom the teacher's office as well, with desk and files available and with adequate time there for work and student conferences. Now at least one hour daily another instructor must occupy every teacher's assigned classroom. Adequate study and conference quarters have become necessary for those who are thus temporarily displaced, and a headquarters location is needed for all who cannot be assigned a room of their own. The three office areas used must now house ten teachers.

Operation and Care

The buildings are all heated by steam and warm air. Furnaces and heaters are automatically controlled gas systems. An adequate supply of heat can be channeled to any part of the buildings. In most rooms the lighting and ventilation are adequate. Power and appliance outlets are available where needed. The water supply is from the city plant and meets the purity standards specified by the State Board of Health. Wells over the campus supply water for a movable aluminum pipe irrigation system and for the cooling system in the Superintendent's offices. All buildings have adequate washrooms with both hot and cold running water.

The Superintendent of Buildings and Grounds directs the work of custodians in operation and maintenance of the plant. The custodial personnel of the College consists of three full-time men for the main building with staggered schedules from 6:15 a. m. until 12:30 a. m., and a custodian jointly for the Mechanic Arts Building, the Sport Arena and the Stadium in addition to a maintenance and repair crew for the overall work of the school system. The custodians have charge of cleaning, preservation and minor repair for the College plant. Each has a posted hourly schedule of duties for the day. All of them are qualified for the type of work required and have been given in-service training during their term of employment. They are employed under the tenure system just as other school employees. They also come under the health and accident program of the system. Very little turnover is evidenced in this group. The custodians take pride in a high standard of cleanliness. Floors, walls, and furniture are cleaned, washed, and polished regularly. Windows and other fixtures are cleaned periodically as time and weather permit. Four years ago the entire building was redecorated. The policy is one of "preventive maintenance". The men also assist with the moving of furniture and fixtures as needed, and the head custodian checks the schedule and numbers enrolled each semester to see that student chairs are distributed most wisely.

Grounds, walks, and drives are under the care of a qualified landscape man and are kept in good condition. Landscaping, planting of trees and shrubs, and trimming is done regularly.

Fire protection is provided in accordance with recommendations of the City Fire Inspector, who makes regular inspection at the College plant.

AREAS OF STRENGTH

1. The campus is beautifully landscaped, the buildings are attractive, and their maintenance is excellent, making one unaware of their age.
2. The surroundings of the College are an asset.
3. Effective use has been made of almost all of the available space in the buildings.
4. Classrooms, laboratories, and shops give evidence of a sincere attempt to provide adequate instructional materials and equipment for teachers.
5. College use of the Sports Arena and of the language facilities in the Naval Reserve Training Center exemplify excellent community cooperation.
6. The operation and maintenance of plant is well organized and up-to-date, and custodians are respected partners in the educational endeavor.

AREAS FOR IMPROVEMENT

1. The educational plant cannot accommodate 10% more students each year.
2. The high percentage of classrooms in constant use, the noon hour classes, and classes scheduled later in the day (together with increasing night school use) make proper custodial care difficult.
3. Drainage problems should be solved and all parking areas hard-surfaced.
4. The need for faculty office space is urgent.

X. ATHLETICS

Control

Athletics is an important part of Hutchinson Junior College life and is controlled by the Kansas Public Junior College Association (the superintendents and deans from junior college towns) under the dual rules of the Kansas Association and the National Junior College Athletic Association, whichever rule is the more strict, with deans enforcing them.

The Kansas Association used to spend a great deal of its meeting time on athletic problems, but for several years an athletic committee of four athletic directors (two from the west and two from the eastern division) meet with the president to work out details. The deans and superintendents accept or reject these reports, using more of their time for problems of wider concern to the junior colleges.

The Association governs all intercollegiate competition and requires its standard eligibility lists to be in the hands of the Secretary of the Association and the competing schools prior to a season's first game. Football practice may start on August 25 and basketball practice no earlier than October 15. To be eligible for play or to receive a school letter a student must have passed in at least ten semester hours exclusive of physical education in the preceding semester, with a minimum of six hours of "C" grade or better, and be continuing above that minimum. A transfer from another junior college cannot compete for a year; if returning from a four-year college, he must also wait a year unless his parents live in the junior college county, in which case, if his grades meet the standard, he is immediately eligible; otherwise, a semester of good grades is necessary to attain eligibility. Standards of eligibility are stated in the catalog and can be found complete in the Kansas Public Junior College Association Constitution and By-Laws, most recently revised September, 1958.

Participation

Table X supplies information for the past year regarding sports programs of the College.

Table X

ATHLETIC PARTICIPATION AND
GRADE STANDING

Sport	Tried Out	Is Squad Cut?	Final Squad	Travel Squad	Men Who Lettered Number	-- G.P.A.*
Football	55	No	42	33	27	1.25
Basketball	35	Yes	16	12**	9	1.56
Track	35	No	27	27	23	1.59
Cross Country	8	No	6	6	5	1.60
Tennis	7	Yes	7	7	5	1.23
Golf	6	Yes	4	4	4	1.83

*Grade Point Average is based on 3 for an A, 2 for a B, 1 for a C, 0 for a D, and -1 for an F.

**Limited to 10 for tournaments

The Association formed the Jayhawk Juco Conference for football. Counting the opening Alumni game, the Hutchinson schedule includes ten games with junior colleges of Tonkawa, Oklahoma (non-conference), Coffeyville, Parsons, Pratt, Dodge City, Garden City, Independence, ElDorado, and Arkansas City. Ending the conference season 4-3-1, Hutchinson held fourth place in the Jayhawk Juco Conference.

The Association has divided basketball competition into the Eastern and Western Divisions. Hutchinson played a double round robin schedule with the conference junior colleges of Arkansas City, Dodge City, ElDorado, Garden City and Pratt; two non-conference games "here" and "there" with Fairbury, Nebraska, and Amarillo, Texas; one each was hosted for Mankato, Minnesota, Compton, California, and Moberly, Missouri; and the team travelled to Independence, Kansas, Claredon, Texas, and Pueblo, Colorado.

Hutchinson succeded in winning its first undisputed basketball conference championship since 1946 but lost the two out of three game playoff with Independence for the state championship. The regional tournament was won by Pratt, qualifying it to represent Region VI in the National Junior College Athletic Association Basketball Tournament held in Hutchinson. Our team won fifth place in the national tournament in 1957 and third in 1958.

A fall program of cross country running was offered for the second year. Competition was mainly with freshmen teams of four-year colleges since Coffeyville was the only other Kansas junior college offering this sport.

The spring track season involved competition with the Wichita University freshmen, a triangular meet at Hutchinson, the Garden City Relays, a quadrangular meet at Pratt, the K.U. Relays, the Baker Relays, the Hutchinson Junior College Night Relays, the Kansas Public Junior College Association State Meet in Hutchinson, and the National Junior College Athletic Association Track and Field Meet at Hutchinson. The local team had a good season, then lost the state meet to arch rival Coffeyville, but rebounded to win the national championship.

Tennis and golf have received less emphasis, particularly this year. The instructor who had coached tennis and managed the intramural program for many years retired in 1958. The arrangements this year proved inadequate to supply similar leadership.

Staff

The Director of Athletics teaches full-time in the College, does all scheduling, approves purchases of athletic supplies and equipment, and makes out financial reports for each sport. Based on vouchers he signs, the Treasurer pays all athletic expenses. He is directly responsible to the Dean.

He is also Vice-President of the National Junior College Athletic Association and meets in its executive councils during the basketball and track events the organization sponsors here. The football and basketball coaches assist each other in their respective sports and teach full-time at separate junior high schools. The track coach is a full-time college instructor and assists with football; he is chairman of the Track Committee of the National Junior College Athletic Association. Tennis and intramurals will be the extra-curricular assignment of a college mathematics instructor next year.

Recruitment and Subsidation

Support for recruitment of athletes is confined to one week in the spring, when substitutes are secured for the football and basketball coaches while they contact high school seniors throughout mainly the western half of the state to talk in terms of the opportunities of playing ball in Junior College. They report to the Scholarship Committee any recommended grants, which become final only if approved by the committee. Inducements are limited by Association action. Hutchinson Junior College offers its athletes only exemption from tuition (which is not paid anyway by students within an eight-county area), the loan of non-expendable textbooks, the privilege of living in the "Y Dorm" at $3.50 per week in a double room or $4.00 single, and the opportunity to secure a group rate at a local cafeteria for ten meals a week for $7.00. All athletes pay the $10 registration fee and course fees each semester the same as any other student. No other aid is given except assistance in securing part-time jobs. All conacts with boys are made with knowledge and consent of their school officials, so the relationship with high schoolsis excellent.

For the 12 Hutchinson boys and the 26 from Reno County and its adjoining counties, the loan of books constituted the entire grant. Of the tuition exemptions granted by the Board of Education, 18 were used for football, 9 for basketball, and 6 for track, making a total of 31; these boys also received the loan of their books. The cost to the College cannot be counted in full because without the grants many would not have come; but the tuition exemptions amounted to $4,464 and retail prices of the books loaned for the fall semester would have been $1,465. With books depreciating about one-third per usage, a value of $500 per semester would be a fair estimate of the book grant. The Association allows no aid to athletes which does not come through the College, and all jobs must be for value received.

The above facts were taken from a report by the Director of Athletics and the Dean to the Association for its May, 1959, meeting in Hutchinson. Every junior college was required to supply similar information regarding its athletic assistance program. Copies of the report were given to the entire faculty. Considering the scope of the program provided, the expenditures are not considered too great, and are far less than four-year college grants.

Health

A physical examination is given all athletes at College expense at the start of each season. The best of equipment is provided for safety. In case of minor injuries the coaches handle them. A physician is in attendance at all games for emergency assistance and sends to the hospital any boy needing such attention. Coaches authorize office calls for needs not requiring emergency treatment. The College assumes the expense of all injuries in its sports and has the protection of National Junior College Athletic Association Insurance for injuries costing more than $250. The health of the athletes is of uppermost concern and, despite the eagerness of the athletes, coaches will not play an injured boy unless he has been released by the physician.

Community Support

Community support is remarkable. The Hutchinson Public Schools have no desire to make money on sports. The policy is simply to cover expenses of a full program enabling athletic talents of all boys to be developed in interschool competition without overemphasis on winning, and to interest the whole community in the activity. Each fall the Chamber of Commerce, with the pep organizations of the College, the High School, and the three junior high schools, has a one-day ticket drive. For $5 any adult ($2 for junior high students or younger) can buy an all-sport ticket to attend all football, basketball and track events (except the tournaments not controlled locally) of all five schools--nearly 60 events. For another dollar per sport to College and High School, he can reserve his seat. Activity tickets for the College and High School are honored at each other's games. For three years this drive has netted more than $15,000 annually. Junior high schools are allotted $600 each for their sports expenses and the College and High School divide the remainder equally. With additional gate receipts, all programs have been adequately financed and the boys seem pleased to play before such large crowds of fans; the administration is also pleased that this interest and support seems to carry over to other school ventures. The conduct and morale of participants and spectators is good.

Expenditures

The control of athletic finances resides in the hands of the Dean, but he delegates the responsibilities to the Director of Athletics. On the basis of experience and the proceeds of the ticket drive, the Director requests from the Finance Committee the amount of student activity money the Dean and the Student Commission should allot to athletic programs. As chairman, he submits to the Athletic Committee (made up of coaches and the Dean) and to the faculty a financial report of each sport. This does not include salaries of coaches. They are on the same salary schedule as other faculty members but receive $400 additional for being head coach of a major sport or $200 for assisting. Athletic expenditures in 1958-59, exclusive of coaching salaries, were:

Football	$ 5,574.40
Basketball	5,973.39
Track-Cross Country	2,189.59
Tennis	179.81
Golf	76.82
General Athletic Expense	926.51
Recruiting	204.93
	$ 15,125.45

Considering that expenditures of other school activities would probably exceed $10,000 and that to this should be added the $275,510 expenditures by the Board of Education for the College, the amount spent on athletics approximates 5% of the total for the College and is considered in proper balance with the outlay for other phases of College life.

AREAS OF STRENGTH

1. Athletics have an important but proper place at our College.
2. Management is appropriate for a public junior college.
3. Coaches are basically teachers and contribute in many ways to the life of the College.
4. The desire to win is strong but is subordinate to the health and good character of the players. Their sportsmanship and that of spectators has been above reproach.
5. Control by the Association and by the College keep aids reasonable and expectations of participants the same as for any other student.

AREAS FOR IMPROVEMENT

1. Intramurals for both men and women should be revived and be more highly developed although this being a commuter-college and two-thirds of the students having jobs may reduce participation.
2. Membership on the Athletic Committee should be extended to include other faculty members and student representatives.
3. The Faculty Planning Committee hopes to initiate required physical education for both men and women in the fall of 1960. This should be carried out. Facilities are available so securing the staff and reducing student work time would be the major obstacles to surmount.
4. Both the football and basketball coaches will be included in the College teaching faculty as soon as they can be given teaching assignments for which they qualify.

XI. INSTITUTIONAL STUDY AND FUTURE PLANS

At Hutchinson Junior College institutional study and self-evaluation is a technique of relatively recent origin, although skills in its use and satisfaction with its results are growing each year as the faculty and administration use these processes for improvement.

The year 1956-57 was devoted to faculty orientation with many long faculty meetings in which problems formerly left to the administration were faced democratically and a unity of concern was built in the group by breaking down the natural barriers between divisions or departments. In the faculty was developed a fuller understanding of each staff member through presentation of his problems and tasks and the professional meetings he attended.

As described in the Introduction, the year 1957-58 was devoted to the self-evaluative study for re-accreditation by the State Department of Public Instruction. The committees functioned well, structured their study on the State Guide, presented their reports to student leaders as well as to the Board of Education, and developed greatly during the visitation by the evaluation committee. Many improvements were brought about by the state study. Many more came as essentially the same faculty committees prepared for the North Central Association study and prepared this report. The areas for improvement throughout the study indicate many areas where further institutional study will contribute to the development of the college. Self-study will certainly be a continuous process hereafter.

To some extent studies mentioned here will be a recapitulation of those treated throughout the self-study report. The first worthy of mention is the study of student activities and a follow-up of graduates done in 1951 to provide material for the doctoral study by Crawford, then Dean of Dodge City College, covering activities at all Kansas public junior colleges.[1]

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[1] William H. Crawford, "Survey of Kansas Public Junior Colleges." Unpublished Doctor's dissertation, University of Colorado, Boulder, 1952.

The next has already been described, participation in the Occupational Needs Survey of Hutchinson in the summer of 1957. The Junior College Treasurer served as secretary and office manager for the industrial sociologist in charge of this survey, and a faculty member worked as one of the sixteen interviewers. The 50-page summarized report is available, and the original questionnaires, as well as all the data on IBM cards, is in the custody of the College for use in as many ways as possible as new programs are developed in keeping with the findings of the study. The Machine Shop, the Electronics Technology Program, and the employment of a Director of Vocational-Technical and Adult Education are a direct result of this State Board for Vocational Education study.

The Student-Teacher Evaluation was treated fully in Chapter IV.

The faculty and administration made themselves available, along with interviewees throughout the community, for the U. S. Office of Education study of community services in twelve American junior colleges being done by research teams under the direction of Dr. James W. Reynolds, Editor of the Junior College Journal and Professor and Junior College Consultant at the University of Texas. Publication of the findings is expected late in 1959.

Along with fourteen mid-western cities, Hutchinson was chosen by Dr. Leland Medsker, Vice-chairman, Center for the Study of Higher Education at the University of California, Berkeley, for a study for the U. S. Office of Education entitled A Study of the Factors Which Influence High School Graduates to Enter College. Ability and socio-economic tests were given by the counselors at Hutchinson High School and by officials in nearly all the high schools of the county, the latter at the insistence of administrators at the College, who felt that this service should be offered all areas contributing directly to Junior College tax support. A follow-up in October will be made of all June graduates to determine who went to college, the kind of colleges chosen, and the activities of those not going on to college. By relating the characteristics of the students to their activities, it was thought possible to identify the types of graduates entering the various types of colleges as well as the characteristics of graduates not entering college. The Junior College will aid in the follow-up particularly as regards academic performance of the students and their persistence in college.

Grace Hospital School of Nursing has completed its self-study for national accreditation and the four College faculty members who teach the nurses were invited to sessions where the visiting team was evaluating the nursing program. Some of the exhibits involved rating the knowledge of our students on national norms. The Hospital Nurse Education Staff made suggestions for modification of our courses to provide more adequately for things the nurses needed to know. Four or five times yearly the four College instructors meet with the Nurse Education Staff at the Hospital or at the College for evaluation of the work of both groups with the nurses, a better understanding of each other' total program, and an understanding by each group of the institutional studies being made by the other.

The Hutchinson Council of Teachers of English has a permanent committee on Studies and Experimentation. The College English faculty are active in this organization and assist with the research. The last study, in which the junior college level was included, proceeded from 1957 to 1959 and was published in April, 1959, as a Curriculum Bulletin: Practices in Oral Communication by the Hutchinson Public Schools. Copies of all the bulletins are available.

Before the second year of machine shop operation closed in 1959, an advisory committee had been set up to evaluate the program and advise regarding future operation. The High School has used its half day for a one-year program; the College has devoted its fifteen clock hours per week to a two-year terminal program pointed toward Junior College graduation. Studies available in the minutes of the committee indicated 70% of the College dropouts in the course secured machine operator jobs and almost all of the students completing two years were at work on night shifts. However, only 7% of boys completing the one-year program of the High School were employed in the type of work for which they were trained by the following September and scarcely 30% more within another six months, after the Cessna plant was expanding its operations. Thirteen High School machine shop students were demanding the right to continue for a second year, but the College alternating year program was scheduled for beginners from the county, now providing sizeable College support. Advisory Committee members from plants needing men to operate only one kind of machine upheld the shorter program; those who required trained machinists believed years of experience beyond the two-year program were necessary. The soundest advice received was: "You cannot satisfy the needs of both types of us employers. Base your program on what is best in the long run for the boys." After much administrative discussion, this compromise resulted: The fourteen high school boys asking for a beginning program were given first place; to them were to be added eight College beginners; the afternoon class would accept as many of the present high school students as desired advance work and the remainder of the class space would be filled with Industrial Arts students electing a short course. Folders of the nine advisory committee members contain substantiating material in the development of this difficult decision. Somewhat less dramatic stories are available in the minutes of the Electronics and Business Education Advisory committees.

The Superintendent is a member of the Professional Advisory Committee of the Higher Education Study of the Comprehensive Educational Survey of Kansas, as well as being a member of the Reno County Citizens Committee concerned with the elementary and secondary phases of the Survey. The Dean is the Institutional Representative responsible for supplying the information requested about Hutchinson Junior College; he also served on the subcommittee which drafted the instrument to secure comparable financial information and to study costs. Although none of this material was usable for this Self-Study Report, being coded for uses of the Survey, information already submitted includes: day enrollments, sources of transfer students and night school enrollments for both semesters of 1958-59; future enrollment estimates; faculty characteristics; faculty retirements and terminations; space utilization; and enrollments, completions and terminations by instructional programs for both semesters. The Survey is to be completed by November 1, 1959, so meaningful comparisons with other higher education institutions can be made at that time.

In a traffic study, suggestions were sought from the faculty but the major work was done by a Student Commission Committee working with the Dean to study the flow of traffic and consult with the police officer in charge of the traffic division and with the Superintendent of Buildings and Grounds. A system of one-way traffic, forty-five degree parking, and yellow markers for NO PARKING, was established and signs were put up and driveway markers appropriately painted. The Student Commission and administration then required all students and faculty to register their cars. Each person was given a diagram of the parking and traffic plan on which were also the rules, he signed a pledge to abide by them and was given a numbered sticker permitting his car to use campus drives and parking areas. The plan is working splendidly.

The housing study was also a joint function. The Student Commission Committee assembled housing regulations from the five state colleges and any junior colleges having them. After several discussions, the entire Student Commission drafted suggestions to be referred to their successors the following year. Then meetings with the two students on the housing committee, the Dean and the Director of Admissions (who was to be assigned the administration of the regulations) were held separately with students living away from home and housemothers. A copy of the suggested rules was then sent to parents of the 227 students living away from home. Those replying were sympathetic with the rules. Then after discussion by the faculty and the Student Commission, rules agreed upon were printed in the catalog and will go into effect in fall of 1959.

As reported in Chapter X, an "Athletic Department and Quarterback Club Report" was submitted in the Spring of 1959 by the Dean and the Director of Athletics to the Kansas Public Junior College Association. It detailed the tuition exemption granted athletes from beyond the eight-county area, the loan of books to all athletes, and inexpensive board and room arrangements. It gave the history of Quarterback Club assistance and asserted that no financial aid is now given the Junior College or its students. Similar reports by all of the Kansas public junior colleges resulted in the drafting of wiser rules in meetings of the deans to govern athletics in the entire conference.

For three years pilot studies by the Director of Guidance and Research have been made in selected psychology classes to determine if the poor predictability of college success by the A.C.E. test justified replacing it with the SCAT test. Results have all favored the SCAT test and the entrance examinations will soon be changed to that form.

The studies made thus far have made the faculty conscious of the need for continuously studying its own problems. Many described above will simply be continued. A more complete follow-up of alumni is anticipated. More study will be done of why the size of the graduating class is not increasing in the same proportion as the enrollment increases. The study of drop-outs will be done more scientifically with the expectation of modifying program if the results call for it. The faculty is not satisfied with the same poor retention of sophomores as found in all colleges. These and many other studies will be made as the faculty continues to judge its effort and its product.

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APPENDIX

Appendix I

I-A

WHERE H.J.C. STUDENTS COME FROM
(1958-1959)

Reno County High Schools:

	Men	Women	Total	%
Hutchinson	152	76	228	33.0
Live in Hutchinson but other High School	6	3	9	1.3
H.H.S. but from County	6	2	8	1.2
St. Teresa's	12	4	16	2.3
Adult Legal Res.	55	34	89	12.9
Hutchinson	231	119	350	50.7
Abbyville	2	0	2	.3
Arlington	5	4	9	1.3
Buhler	26	11	37	5.3
Haven	9	2	11	1.6
Langdon	5	2	7	1.0
Nickerson	29	5	34	4.9
Partridge	17	3	20	2.9
Plevna	3	1	4	.6
Pretty Prairie	10	7	17	2.5
Sylvia	3	3	6	.9
Turon	1	0	1	.1
Reno County	341	157	498	72.1

Source of Students by Counties:

Reno	341	157	498	72.1
Rice	28	10	38	5.5
Sedgwick	22	6	28	4.1
McPherson	18	3	21	3.0
Kingman	13	1	14	2.0
Stafford	7	3	10	1.4
Harvey	8	0	8	1.2
Pratt	1	0	1	.1
	438	180	618	89.4

From the above counties a tax transfer of approximately $120 from the County High School Fund is possible for each student in average daily attendance and no tuition can be collected legally from the student. From those below, $144 per year is required unless they are scholarship students:

Barton	13	0	13	1.9
All other Kansas Counties	34	11	45	6.5
Out of State	13	2	15	2.2
1958 TOTAL	498	193	691	100.0

I-B

Graduates
(Including 1959)

2,763	since H.J.C. was founded in 1928
154	were graduated in 1956
146	were graduated in 1957
161	were graduated in 1958
156	were graduated in 1959

That the Hutchinson Junior College functions as a county-community college is shown at least in part by the fact that in certain county organizations the following percentages of members attended Hutchinson Junior College:

14.3%	of the Reno County Medical Assn.
28.8%	of the Reno County Bar Assn.
27.0%	of the Reno County Teachers Assn.
17.4%	of the Hutchinson Engineers Club

(Hutchinson Junior College Brochure, 1958)

Recent Growth of Hutchinson Junior College

	Men	Women	Total
1951	257	152	403
1952	279	133	412
1953	297	141	438
1954	329	139	468
1955	379	148	527
1956	412	171	583
1957	426	201	627
1958	498	193	691

In addition, during 1957-58 the Adult Education Department provided night school classes for 842 different people.

(Table C is based on data from the Dean's annual reports of October 15, to the Kansas State Superintendent of Public Instruction. Tables D, F, and G are adaptations from a study made in fall, 1958, by Worth Fletcher, Registrar, University of Wichita.)

I-D

Enrollment in Kansas Public Junior Colleges

	Fall 1954	Fall 1955	Fall 1956	Fall 1957	Fall 1958	Between Fall, 1957 and Fall, 1958 Number Change	Between Fall,1957 and Fall, 1958 Percentage Change
Arkansas City	325	346	338	331	352	21	6.3
Chanute	183	201	173	195	191	- 4	- 2.1
Coffeyville	456	468	456	458	521	63	13.8
Dodge City	250	250	264	272	279	7	2.6
El Dorado	276	373	325	313	292	- 21	- 6.7
Fort Scott	139	177	178	165	186	21	12.8
Garden City	187	248	230	244	212	- 32	- 14.7
Highland	145	130	158	139	167	28	13.0
Hutchinson	468	527	583	627	691	64	10.2
Independence	275	268	270	255	307	52	20.4
Iola	158	165	123	138	144	6	4.3
Kansas City	441	510	541	536	545	9	1.7
Parsons	289	288	293	251	288	37	14.8
Pratt	200	250	301	309	304	- 5	- 1.6

Percentage Change 1.6

From 1951 to 1958, the enrollment of Hutchinson Junior College has increased each year, with the largest rate of increase after 1954. With the exceptions of Iola and Parsons all fourteen Kansas Public Junior Colleges show enrollment increases in 1958 over 1954. Only Hutchinson Junior College shows an increase for each year. Between fall, 1957, and fall, 1958, ten of the fourteen show increase, with Hutchinson having 64 more students; Coffeyville, 63; Independence, 52; and Parsons, 37. Four of the junior colleges show decreased enrollment. In percentage increase between 1957 and 1958, Hutchinson Junior College has 10.2% in comparison with 1.6% for all Kansas Public Junior Colleges.

I-E

Curriculum Choices
Indicated by Students on Enrollment Cards
Fall, 1958

(Listed Alphabetically as Recorded)

University Parallel

Accounting	1
Agriculture	11
Architecture	9
Art	4
Biology	2
Business	133
Chemistry	3
Commerce	4
Dentistry	6
Economics	2
Education	10
Elementary Education	15
Engineering	98
Fine Arts	1
Forestry	2
Geology	2
History	4
Home Economics	27
Industrial Arts	33
Journalism	13
Law	9
Liberal Arts & Sciences	87
Library	2
Mathematics	13
Medicine	15
Music	13
Nursing (degree)	3
Optometry	1
Pharmacy	7
Physical Education	28
Political Science	2
Psychology	4
Science	9
Secondary Education	11
Social Science	5
Veterinary Medicine	1
Vocational Agriculture	1
	591

Vocational-technical

Electronics		14
Machine Shop		15
Shop	(6)	
Machinist	(2)	
Trades	(5)	
Vocational	(1)	
Welding	(1)	
Nursing		17
Secretarial Science		15
		61

General

General	17
General (Special)	22
	39

University Parallel	591
Vocational-technical	61
General	39

Largest Groups in University Parallel Courses

1. Arts & Sciences.......151
2. Business..............138
3. Engineering............ 98

GRAND TOTAL 691

I-F

Comparative Enrollment - Men and Women

	Hutchinson Junior College					All Kansas Public Junior Colleges				
	Women	Men	% Women	% Men		Women	Men	% Women	% Men	
1957	204	423	32.54	67.46	4.59	1366	2880	31.94	68.06	1.12
1958	193	498	27.95	72.05		1329	2983	30.82	69.18	

I-G

Comparative Enrollment - Freshman and Sophomore

	Hutchinson Junior College				All Kansas Public Junior Colleges			
Date	No. Fresh.	No. Soph.	% Fresh.	% Soph.	No. Fresh.	No. Soph.	% Fresh.	% Soph.
1957	385	242	61.40	38.60	2487	1429	63.51	36.49
1958	448	243	64.82	35.18	2761	1397	66.40	33.60

Of 242 sophomores in 1957 -- 148 were graduated
Of 243 sophomores in 1958 -- 161 were graduated

I-H

The percentage of Hutchinson Junior College graduates who enter four-year colleges or universities is indicated by these figures:

In 1957, of 146 graduates, 95, or 65%

26 entered Kansas State University
21 entered the University of Kansas
19 entered the University of Wichita
11 entered the Kansas State Teachers College of Emporia
8 entered Fort Hays Kansas State College
3 entered Kansas State College of Pittsburg
58 entered all other colleges

In 1958, of 161 graduates, 117, or 72% (on basis of transcripts sent)

Median Percentile Scores of Entering Freshmen

Date	ACE	Median Score	Average Median Score
Fall, 1954		41	
Fall, 1955		45	
Fall, 1956		45	
Fall, 1957		39	
Fall, 1958		44	
			42.8
	Iowa Silent Reading		
Fall, 1953		32 (grade 12.7)	
Fall, 1954		32 (grade 12.7)	
Fall, 1955		32 (grade 12.7)	
Fall, 1956		37 (grade 13+)	
Fall, 1957		30 (grade 12.4)	32.6 or grade 12.7
	Cooperative English		
Fall, 1954		42	
Fall, 1955		41	
Fall, 1956		46	
Fall, 1957		41	
Fall, 1958		46	
			43.2

Distribution of Scores on ACE for 1958-1959

Entering Freshmen - Fall and Spring
384 Tested

By Deciles

0- 9	34 Students
10- 19	53
20- 29	44
30- 39	36
40- 49	53
50- 59	39
60- 69	40
70- 79	28
80- 89	25
90- 98	32
	384

Median 44

Entering Freshmen - Fall
358 Tested

By Quartiles

Percentiles 0 - 24	100 Students
25 - 49	109
50 - 74	88
75 - 99	61
	358

High Quartile 65 - 99 Percentiles
2nd Quartile 44 - 64
3rd Quartile 23 - 43
Low Quartile 0 - 22

I-J

Spring Semester - 1958

33 withdrew or left school -- out of 435 students

7.5% of students

4.1% freshmen
2.3% sophomores
1.1% specials

Fall Semester - 1958

74 withdrew or left -- out of 691 students

10.7% of students

7.52% freshmen
2.46% sophomores
.72% specials

Reasons given either by the Registrar or by students withdrawing or leaving during the fall semester:

Non-attendance	21
Financial	19
Armed Services	12
Needed at home	8
Illness	5
Transfers to other school	2
Marriage	1

Although lack of aptitude was not mentioned, the A.C.E. Psychological Examination records show:

Only 45 of the 74 took the test
Of these 45:

7 ranked below the 10th percentile
18 ranked below the 20th percentile
36 ranked below the 50th percentile
8 ranked above the 50th percentile, but below the 90th
1 only ranked above the 90th percentile

Some had enrolled too late for the first test and left before the second.

II-A

The Hutchinson Public Schools
Hutchinson, Kansas

1958--1959

SALARY SCHEDULE

Level	* Sixty Hours	* Ninety Hours	Bachelor's Degree *	Master's Degree	M.S. plus 30 Hours
1	2950	3200	3700	3950	4200
2	3050	3300	3800	4050	4300
3	3150	3400	3900	4150	4400
4	3250	3500	4000	4250	4500
5	3350	3600	4100	4350	4600
6	3450	3700	4200	4450	4700
7	3550	3800	4300	4550	4800
8	3650	3900	4400	4650	4900
9	3750	4000	4500	4750	5000
10	3850	4100	4600	4850	5100
11	3950	4200	4700	4950	5200
12		4300	4800	5050	5300
13			4900	5150	5400
14			5000	5250	5500
15			5100	5350	5600
16			5200	5450	5700
17				5550	5800
18					5900

I. These are basic salaries based on preparation and accepted years of teaching experience.

II. Allowances may be made for special assignments, responsibilities, and duties. Individuals may be accelerated or retarded on the schedule by the Board of Education.

III. Men are paid $400 above this schedule and are subject to call without additional compensation for special assignments anywhere in the school system when needs for such out-of-school duties as selling tickets, working gates, directing crowds, keeping time and score at athletic events, and other activities that may require such services.

IV. Teachers new in the Hutchinson Public Schools will ordinarily not be credited for salary placement purposes with more than eight years of credit for service elsewhere.

V. When additional training qualifies one for the next higher classification on the salary schedule, the salary that applies will be the one at the same level as the one that would have applied had the additional classification not been obtained. Normal annual increments in the new classification will be allowed as they come due.

* Not applicable to college except for trades instructors who may be employed with only a bachelor's degree if they have five years of trades experience which counts year for year up to five as experience.

The Hutchinson Public Schools
Hutchinson, Kansas

1959--1960

SALARY SCHEDULE

Level	* Sixty Hours	* Ninety Hours	Bachelor's Degree *	Master's Degree	M.S. plus 30 Hours
1			3900	4150	4400
2			4000	4250	4500
3			4100	4350	4600
4		3500	4200	4450	4700
5	3350	3600	4300	4550	4800
6	3450	3700	4400	4650	4900
7	3550	3800	4500	4750	5000
8	3650	3900	4600	4850	5100
9	3750	4000	4700	4950	5200
10	3850	4100	4800	5050	5300
11	3950	4200	4900	5150	5400
12		4300	5000	5250	5500
13		4400	5100	5350	5600
14			5200	5450	5700
15			5300	5550	5800
16			5400	5650	5900
17				5750	6000
18				5850	6100
19					6200

I. These are basic salaries based on preparation and accepted years of teaching experience.

II. Allowances may be made for special assignments, responsibilities, and duties. Individuals may be accelerated or retarded on the schedule by the Board of Education.

III. Men are paid $350 above this schedule and are subject to call without additional compensation for special assignments anywhere in the school system when needed for such out-of-school duties as selling tickets, working gates, directing crowds, keeping time and score at athletic events, and other activities that may require such services.

IV. Teachers new in the Hutchinson Public Schools will ordinarily not be credited for salary placement purposes with more than eight years of credit for service elsewhere.

V. When additional training qualifies one for the next higher classification on the salary schedule, the salary that applies will be the one at the same level as the one that would have applied had the additional classification not been obtained. Normal annual increments in the new classification will be allowed as they come due.

* Not applicable to college except for trades instructors who may be employed with only a bachelor's degree if they have five years of trades experience which counts year for year up to five as experience.

III - A

HUTCHINSON JUNIOR COLLEGE TRANSFER QUESTIONNAIRE

1. College you are now attending________________Major now_______at HJC_____
2. Rate the adequacy of courses at HJC for the preparation you needed for the four-year college:

	Inadequate	Adequate	More than Adequate
English	___	___	___
Speech	___	___	___
Foreign Languages	___	___	___
Mathematics	___	___	___
Physical Sciences	___	___	___
Biological Sciences	___	___	___
Social Sciences	___	___	___
Music	___	___	___
Art	___	___	___
Teacher Education	___	___	___
Commerce (Business)	___	___	___
Drawing-Drafting	___	___	___
Home Economics	___	___	___
Industrial Arts & Vocational Educ.	___	___	___
Physical Education	___	___	___
Library Training	___	___	___

3. Rate the quality of instruction at HJC as you can now compare it with that at the four-year school:
   - Instruction was better at HJC_________
   - Instruction was not as good at HJC_________
   - Some excellent and poor instructors at both places_________
   - In the main, where is it better_________Why_______________
   - ____
   - Does the lack of faculty research requirement at HJC make for better teaching___ not as good___ no effect___
   - Where did you find better teaching methods typically in use? four-year colleges___ at HJC___
4. How has size of classes affected your experience at both colleges?
5. How have your grades been after transfer? better___ the same___ not quite so good___ considerably worse___
6. The amount of library work required at the four-year college is less than___ at HJC, no more than___, somewhat more than___, much more than___at HJC.
7. In what proportion of the classes you have had since HJC were syllabi provided at the beginning of the course? all___ ___% none___
8. Should HJC continue to claim its students get more personalized treatment than they get later?_____Comment_____________________
9. Is the club or social aspect adequately treated at HJC?____________ Explain____
10. How would you recommend improving the guidance HJC provides?________ ____
11. What advice can you give us at HJC to do a better job preparing our future students for senior college years? (Use back of sheet for any extended answer.)

Signature, if you care to sign

____

IV - A

HUTCHINSON JUNIOR COLLEGE STUDENT EVALUATION

To the student:

The purpose of this evaluation is to give to your instructor constructive comments regarding this course. You are urged to be completely honest. Keep in mind that this should be done in the same spirit of fairness you would want the instructor to use should he be evaluating you. You need not sign your name, but feel free to do so if you desire. In the following section circle the letter under each item which you feel is most descriptive.

1. What is the level of the instructor's scholarship in this course?

   a. Exceptionally high--has broad and accurate knowledge
   b. Average. Well rounded enough to be adequate
   c. Weak in knowledge

2. How interesting does instructor make the material?

   a. More interesting than most instructors
   b. About average
   c. Less interesting than most

3. How clearly are your responsibilities in this course defined?

   a. I almost always know what is expected of me
   b. I usually know what is expected of me
   c. I seldom know what is expected of me

4. How clearly does your instructor present his subject matter?

   a. Presentation exceptionally clear
   b. Average--sometimes not clear
   c. Usually not clear

5. What is the feeling between instructor and the students?

   a. Very good feeling--friendly atmosphere at all times
   b. Not especially friendly but no tension present
   c. Unfriendly--rather impersonal and cole

6. Is the class time well spent?

   a. Almost all time is well spent
   b. Time is usually well spent
   c. Time is often wasted

7. Have grading policies thus far been fair?

   a. Unusually fair
   b. As fair as the average
   c. Unfair

8. How valuable is the course material as presented by instructor and text?
    - a. Almost all valuable
    - b. Generally valuable--average
    - c. Much is not worthwhile

9. Is the textbook an effective guide for learning? (Omit if no text used)
    - a. Well organized for logical presentation--clearly written
    - b. Generally well written but some weaknesses
    - c. Poor text--difficult to understand, etc.

10. What about the amount of preparation required by instructor?
    - a. An excessive amount is required for the credit received
    - b. About average as compared to other subjects
    - c. Less than average preparation is required for the credit received

11. Would you recommend this course to a good friend?
    - a. Yes, recommend it highly
    - b. No feeling either way
    - c. Would talk against it

In this section circle as many as you feel apply to this class. Do not mark items unless you have a definite feeling about them:

1. There should be more frequent examinations
2. There should be less examinations
3. The instructor should talk more clearly
4. There should be less required outside reading
5. There should be more required outside reading
6. There should be less emphasis on memorizing facts
7. The course should be covered more thoroughly in the examinations
8. There is too much opportunity for cheating on exams
9. The instructor uses too many words he doesn't define
10. The instructor uses too many big words not necessary to use
11. Material should be presented more slowly
12. More films should be used in the class
13. More time should be spent in class discussion
14. Less time should be spent in class discussion
15. The class is too noisy; not enough order
16. More variety should be used in teaching this course
17. Instructor too Know-it-all. Not willing to listen to ideas of others
18. Instructor should provide more time for conferences
19. Instructor biased--shows too much prejudice on controversial matters
20. Instructor sometimes embarrasses members of the class by being too critical

Feel free to add any comments you wish--things you like or things you think should be changed:

IV - B

EVALUATION OF THE STUDENT-TEACHER EVALUATION

(Based on 21 replies)

1. Did you use the evaluation inventories? 21 yes
2. In how many of your classes did you use it?
3. How many students made the evaluation in your classes? 1,514
4. Do you think it was a fair rating scale? 17 yes; 2 no; 2 no opinion
5. What changes would you suggest in the testing method?
6. Do you think that, for the most part, students were objective and fair in their evaluation of you? 18 yes; 1 no; 2 no opinion
7. Did you find the results useful? 16 yes; 4 no; 1 no reply
8. Did you discover things that you think will affect the improvement of your teaching or your attitudes? 14 yes; 4 no; 3 no reply
9. Should we continue to use student-teacher evaluation in the future? 14 yes; 4 no; 3 no reply
10. Comments and/or suggestions:

IV - C

ADJUSTMENT OF INSTRUCTION AND CURRICULUM

Knowledge is now so vast that one student can become familiar with only a part of it and the master of only a fragment of it. Life is so differentiated that an individual finds much of the total body of knowledge irrelevant to his needs. The intricacies of knowledge are so complex, and their mastery so difficult, that much of it lies beyond the abilities and apart from the interests of many college students. The recognition of these facts has important bearing upon the instructional program of an institution.

I. Differential Abilities An institution will be held responsible that the content of its curriculum and its methods of instruction are not too difficult or too elementary for its students. This implies that the institution is aware of the abilities of its students and that the teachers in the institution adapt their work consciously to the abilities of their students, to the differential interests of students and to the varied purposes of the institution.

A. What evidence can you supply to show that you are aware of the abilities of your students?

1. Test scores
2. Direct observation of students in the classroom situation
3. Written reports from students
4. Oral responses, group discussion, panels, etc.
5. Personal contact as advisers
6. Freshman entrance testing program
7. Iowa Silent Reading Inventory
8. English Comprehension test and retesting program
9. Spelling mastery test and retesting
10. College orientation program

11. Handling of special assignments
12. The degree of success attained by students in the solution of problems based on fundamental concepts
13. High school records and testing information
14. Student's folder containing assorted information on file in the Dean's office
15. Term papers
16. Student projects in and out of the classroom
17. Personal interviews and conferences

B. In what ways do you adapt your work consciously to the abilities of your students, to the differential interests of students, and to the varied purposes of this institution?

1. Raise or lower requirements to conform to general class ability
2. Adjusting of testing
3. Class discussions allowed to follow student interests
4. Special textbooks and reference materials
5. Limited individual attention based on needs made evident by English usage, reading, spelling, and theme composition scores
6. Grading on the basis of ability, improvement and achievement
7. Accept the student as he comes and adapt the work to the top of his ability
8. Encourage students to develop special interests
9. Use the student's present interests to motivate new areas of learning
10. Extra credit for work beyond the assignment
11. Determine the background and interests of students the first day in class by means of an individual questionnaire. Revise the work to be presented each semester
12. Individual attention to reading and writing skills
13. Presenting a wide variety of projects ranging from the more simple to the more complex
14. Provided optional work assignments for all students
15. Encourage interest in the creative skills
16. Encourage students to participate in extra-curricular activities

II. Reorganization of Curriculum. The use of testing techniques and other methods of discovering the educational aptitudes, interests and needs of students are sterile unless they either confirm the existing pattern of curriculum and instruction as adequate or else point the way toward reorganization of courses, subject matter, and instructional techniques for better service to students. An institution which reorganizes these problems and bases its action in these matters upon the best information it can obtain about its students will appear alert and flexible; an institution which does not will be revealed as static, satisfied, and indifferent.

A. How do you go about evaluating courses and departmental objectives?

1. Evaluated daily by work, projects, and attitude
2. Attending state and national art conferences, university sponsored art education conferences, reading art education books and magazines, attending state teachers' meetings
3. Let students initiate questions
4. By checking daily assignments and examinations

5. Outcomes in music are positive and evaluated--not only by the instructor but also by the public at large
6. By keeping abreast of what is going on in the world
7. Up-to-date reference materials, adapting courses to fit students' needs, a student inventory of the course, discussing methods of improvement with classes
8. Through student suggestions, scores of students on standardized tests, noticing the speech, writing and reading habits of former students
9. Meetings of the Hutchinson English council; departmental and state meetings; state and national publications; conferences with students, other teachers, supervisors and administrators
10. Student reactions
11. Check on successful and unsuccessful methods and materials
12. Compare methods and materials with new textbooks in the field
13. By experience a teacher learns to evaluate methods by student attitudes and progress
14. Subject matter is constantly being changed by new materials, research and new findings; hence, student interest and needs help to determine content
15. Changes in attitudes, skills and understanding evaluate the effectiveness of teaching
16. Analysis of tests checks pupil progress. Observation of interest and individual conferences provides constant check on attitudes
17. Student evaluation at conclusion of course provides material for revision on the basis of needs and interests
18. Standarized tests indicate level of students in relation to other colleges. Also they indicate the over-all needs of the students, which is something many students cannot predict for themselves
19. Student-Teacher evaluations
20. Teacher-Student evaluations

B. In what ways do you go about continuous revision of courses, subject matter, and instructional techniques?

1. An account is kept of daily class activity and assignments for the purpose of revision and recording desirable procedures which might have been forgotton in the interim
2. Revision is worked out by the various members of the department who are teaching the same course
3. Making note immediately of what works and what doesn't; making changes accordingly before the next year's work begins
4. Taking part in English curriculum work (elementary grades through junior college) which emphasizes improvement on one phase of English at a time
5. Attending summer school
6. Keeping in touch with new ideas and development in one's field
7. Revising courses to keep them current and meaningful
8. Building up a personal library and studying all new books
9. Attending clinics
10. Introducing new projects; guiding students in their choices of subjects
11. Keeping in touch with industry and the state teacher trainer

12. Continuous contact with the Alma Mater for new ideas and methods
13. Constant revision each year, never using constant tests or methods unless they are carefully scrutinized for worth and effectiveness
14. Selection of different text books and reference materials
15. Change class organization and presentation of materials
16. Requisition of new books and reference materials
17. Revision of class plans, making corrections and additions
18. Watch current teaching trends
19. Recognize special requests
20. Revised syllabi with current references are provided each student in every course at the beginning of each semester

C. How are decisions regarding revision of instruction arrived at democratically by students, teachers, supervisors, and administrators?

1. Students are given complete freedom of evaluation
2. Conferences with the administration on results of student questionnaire, and proposed changes
3. Students are given a choice in study of special interest. Student opinions are polled as to what they expect to learn in the course
4. Procedures are discussed with other teachers and their suggestions are tried
5. Observation of student reactions in daily activities
6. Departmental meetings to discuss problems. Students are allowed to suggest materials and work they would like to do. Although their ideas are not always acceptable, they are given full consideration
7. Faculty discussion of common problems and needs to coordinate the whole of the college program

V - A

Acquisitions 1954 - 1959

Classification	1954-1955	1955-1956	1956-1957	1957-1958	1958-1959	Total
000 General Works						
030 Encyclopedias	4	1	1	31	25	62
050 Bound Periodicals	57	38	29	56	58	238
Others	5	5	7	8	16	41
100 Philosophy	11	17	22	55	58	163
200 Religion	11	11	18	14	15	69
300 Social Sciences						
300-309 Sociology	2	2	3	10	10	27
330 Economics	9	44	25	24	30	132
350 Government	3	1	8	10	10	32
370 Education	11	14	27	45	54	151
Others	27	57	37	56	73	250
400 Philology	5	4	10	4	4	27
500 Pure Science						
510 Mathematics	4	4	1	10	12	31
530 Physics	5	3	2	8	13	31
540 Chemistry	8	3	1	7	22	41
570 Biology	2	9	7	5	12	35
Others	15	16	22	28	32	113
600 Useful Arts						
610 Medicine	32	17	7	17	32	105
620 Engineering	5	10	6	24	15	60
630 Agriculture	8	4	11	4	5	32
640 Home Economics	4	8	5	26	9	52
670-690 Industrial Arts	3	13	4	13	6	39
Others	2	4	7	11	22	46
700 Fine Arts, Recreation						
740-760 Art	10	2	1	6	8	27
780 Music		4	2	5	16	27
790 Amusements	11	12	3	7	15	48
Others	4	3	6	1	12	26
800 Literature	21	50	26	53	73	223
900 History						
910-919 Travel	5	7	11	7	30	60
920 Biography	16	9	17	21	34	97
Others	11	33	37	44	36	161
Fiction	27	15	37	70	68	217
Totals	338	420	400	680	825	2,663

V - B

Guiding Principles in Selection and Acquisition of Books

1. In the selection of books, the Library seeks the active participation of

   a. Administration
   b. Faculty
   c. Librarian and library staff
   d. Faculty library committee
   e. Students

2. The Librarian assumes responsibility for distributing to faculty members the book notices, catalogs, reviews, and other book selection aids which may suggest desirable purchases.

3. These are considered the primary needs of the Library:

   a. Reference books, general and for specific fields covered by the curriculum
   b. Books concerning each field of the curriculum
   c. Books for general reading
   d. Periodicals, a selected number to be bound and preserved with continuity of sets

4. The Library strives, within the limits of the book budget, to secure every book requested, or to return the request with appropriate notation showing that the book is already in the collection or on order or unavailable.

5. Although priority is given to requests for current purchases, a portion of the book budget is used each year for filling in gaps in the collection.

6. Ordinarily, the Library discourages the purchase of textbooks except where such books may be the best and latest reference sources available.

7. The Library adds a limited number of titles in fiction and popular nonfiction each year, buying on a qualitative rather than a quantitative basis.

8. Multiple copies are purchased from the Library's book budget only when it is essential to provide an adequate number of copies for instructional purposes. In so far as possible, purchases of multiple copies are made from departmental funds.

9. Books and periodicals are purchased, generally, from a book jobber or subscription agency; however, single orders may be necessary for "on approval" or rush requests.

10. Major book orders are completed in May and January, but requests which are submitted during the year are supplied as promptly as possible.

11. Acquisitions by gift are welcomed, but the books are carefully selected before being included in the book collection.

12. All library materials purchased by instructors from departmental funds are considered part of the Library and are acquired and cataloged by the Library.

VIII - A
ARTICLES OF INCORPORATION

(THE HUTCHINSON JUNIOR COLLEGE ENDOWMENT ASSOCIATION)

In consideration of the desirability of securing for the benefit of the Hutchinson Junior College of Hutchinson, Kansas, all such gifts of money, or other values as cannot be secured directly to the Hutchinson Junior College School District and in consideration of the desirability of an auxiliary association for the aid and assistance of the Hutchinson Junior College generally, and especially by way of cooperation with the Board of Education of the City of Hutchinson of the State of Kansas, we, the undersigned incorporators, hereby voluntarily associate ourselves together to form and establish a private corporation NOT for profit under the laws of the State of Kansas, and do hereby agree and set forth as follows:

FIRST: The name of the corporation is: "THE HUTCHINSON JUNIOR COLLEGE ENDOWMENT ASSOCIATION".

SECOND: The place where the business of the association is to be transacted is at 1300 North Plum, Hutchinson, Kansas.

THIRD: The location of its Registered Office in this state is 1300 North Plum, Hutchinson, Reno County, Kansas.

FOURTH: The name and address of its Registered Agent in this state is Earl W. Pearce, 1300 North Plum, Hutchinson, Kansas.

FIFTH: This corporation is organized NOT for profit and the objects and purposes to be transacted and carried on are: The purposes for which this corporation is formed are the support of an educational undertaking, to wit, the Hutchinson Junior College, and to that end to receive and hold in trust any property, real and personal, given, devised, bequeathed, given in trust, or in any other way made over to the said College, or of any student or professor as such, or of any department thereof, or for the carrying on at said institution of any line of work, teaching or investigation, which the donor, grantor or testator may designate; to invest or disburse all money so received, and generally to care for, manage, administer and control all such property so received, and to carry out the wishes and to see that the funds and property so received are applied to the uses specified by the donor; or in the case the gift, devise or bequest is a general one, then to such uses as may be agreed on by the Board of Trustees.

SIXTH: The corporation shall not have the authority to issue capital stock. Its duties and functions shall be limited to the purposes specified in section FIFTH. No profit may accrue to the Association as such or to any Trustee thereof.

SEVENTH: The members of this Association shall be 6 in number and shall be known as Trustees. Said members and Trustees shall consist of the duly elected, appointed, and acting members of the Board of Education of the City of Hutchinson of the State of Kansas. Said membership shall run concurrently with their membership as duly elected, appointed, and acting members of the Board of Education of the City of Hutchinson of the State of Kansas. The undersigned incorporators, being the present duly elected and acting members of the Board of Education of the City of Hutchinson of the State of Kansas, shall be the first members and Trustees of this Association.

EIGHTH: The members and Trustees of the Association may vote by proxy. They shall receive no compensation for their services as members and Trustees.

NINTH: The annual meeting of the Association shall be held on the first Monday of August in each year and such other meetings as may be provided for in its By-Laws.

TENTH: None of the funds or property of this Association shall ever in any way inure or be used for the benefit of any of the members or Trustees, and at no time shall the Association carry on propaganda or otherwise attempt to influence legislation..

ELEVENTH: The Trustees of the Association shall have power to make such By-Laws, not inconsistent with the laws of the State of Kansas, as they shall deem proper to the management of the Association's affairs and the control and government of its business, together with power at all times to alter, amend or repeal the same.

TWELFTH: The term for which the Association is to exist is to be ONE HUNDRED YEARS IN TESTIMONY WHEREOF we have hereunto subscribed our names this 13th day of January, 1959.

Harry Faris
Harry Coberly
James H. Rexroad
W. W. Ferguson
Mrs. J. Richards Hunter
Charles G. Colladay

Notarized by
Eugene A. White
January 13, 1959

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OFFICE OF SECRETARY OF STATE

TOPEKA, KANSAS JANUARY 15, 1959

RECEIVED OF --- THE HUTCHINSON JUNIOR COLLEGE ENDOWMENT ASSOCIATION and deposited in the State Treasury, fees on the within Articles of Incorporation as follows:

Application Fee----------------------------	$ 25.00
Filing and Recording Fee------------------	2.50

By: Edward B. Converse
Assistant Secretary of State

Paul R. Shanahan
Secretary of State

Hutchinson Junior College

PROGRESS REPORT

Hutchinson, Kansas
November 20, 1959

INTRODUCTION

On October 2, 1959, Dr. Robert F. Sullivan wrote from the North Central Association office that the Executive Board of the Commission on Colleges and Universities had formally "approved the self-study report of Hutchinson Junior College." However, an institutional examination was delayed pending "time to implement programs leading to the elimination of weaknesses" indicated in the self-study report. A post-script concluded: "We have on hand a record of comments from those who considered your self-study report. If you wish to visit us here, we would be most happy to discuss these with you."

Upon this invitation, Dr. Lowell A. Small and Dr. Ellsworth R. Briggs (Superintendent and Dean, respectively) flew to Chicago on November 3, 1959, for an hour and a half interview with Dr. Sullivan. During the interview additional strengths were presented. It was also pointed out that many weaknesses indicated in the notes of the readers have been corrected in the five months since the report was finished. Other improvements are on schedule. Both administrators assured Dr. Sullivan that they believe Hutchinson Junior College is ready for a visitation.

Under these circumstances Dr. Sullivan proposed a "Progress Report" to be submitted by November 23, with assurances that if it were satisfactory North Central Association officials would schedule a visitation by January 15 and proceed with the evaluation of Hutchinson Junior College during this school year.

For thirty-one years Hutchinson Junior College has had an excellent reputation regarding the quality of its total program. As an example, at the Kansas State Teachers Convention at Wichita on November 6, 1959, Dr. Harold Regier, Director, Teachers Placement Bureau, University of Kansas, and also chairman of the University committee which approves loans under the National Defense Student

Loan Fund, observed: "Nearly every transfer to the University from Hutchinson Junior College, who comes to our attention, has an excellent background. We have the utmost confidençe in the educational program of Hutchinson Junior College." Studies are now in progress to substantiate objectively such subjective measures of confidence in the Junior College.

The following pages are respectfully submitted as a "Progress Report" supplementing the Self-Study Report of June, 1959, which was the culmination of two years of faculty study.

Ellsworth R. Briggs, Dean
Hutchinson Junior College
Hutchinson, Kansas
November 20, 1959

I. PURPOSES AND THEIR ORIGIN

No change was considered necessary in this area.

II. FACULTY

The Doctor of Philosophy degree, for which credit was taken in the Self-Study Report as "scheduled to be awarded" was awarded by the University of Texas on August 5, 1959.

New faculty members not covered in the previous report include a new head of the language department whose bachelor's degree was earned at the University of Chicago, his master's degree at the University of Wisconsin; later work was done at the University of Pennsylvania and The Citadel. He is now accepted for a doctoral program at the University of Southern California, where he studied last summer. Areas of competence are Latin, Greek, Spanish, French and German, with Portuguese and Sanskrit also in this instructor's background.

The new Office Practice Coordinator secured a bachelor's degree from Kansas State Teachers College of Emporia, and the master's degree from Iowa State University, with further work at the University of Denver, the American University, Michigan State Normal College, the University of Delaware, and the University of Indiana.

Data on the other five new faculty members were included in the original study, but it might be pointed out that two of them were recipients of the National Science Foundation Scholarships.

Although the recently completed Kansas Higher Education Survey shows that one-third of the college teachers in Kansas are graduate assistants or of some other non-permanent status, Hutchinson Junior College takes pride in employing only master's degree instructors whose success as teachers is proven.

The only exception to this policy is in specialized fields where, for example, trade competency in addition to a bachelor's degree may be considered as an equivalent.

At the Dean's request this fall, twenty-three students were nominated by the Student Commission, and upon appointment by the Dean, they now serve with college instructors on twelve faculty committees.

III. CURRICULUM

Minutes of faculty meetings show continuing discussion of curriculum problems and participation in their solution by faculty. As examples, the Director of Vocational-Technical and Adult Education presented discussions of programs in these areas to the entire faculty on September 14 and to the Faculty Planning Committee on November 2. At the November 10 faculty meeting, the Director of Admissions and Registrar led a discussion of the changes in requirements at colleges and universities to which our graduates transfer and gave directions to advisers regarding their task of enrolling students for the second semester.

Needs for studies as indicated by item 2, page 32, are being met in several ways. Transcripts of our graduates of the classes of 1953, 1954, 1955, 1956 and 1957 have been secured from the five Kansas state colleges and two municipal universities to which most of our graduates transfer; and the Director of Research, who was also chairman of the self-study committee on Student Personnel Services, will soon complete the study showing the success of the local product at these institutions over a five-year period.

A Director of Admissions and Registrar, added in the fall of 1958, devoted much of his first year to establishing relationships with high schools from which our students come. He joined the Dean in the traditional contacts with colleges to which our graduates go. This year he has added the duties of exploration of areas for study and research, particularly regarding student personnel.

One study in process is a follow-up of students attending in 1958-1959 who did not return in the fall of 1959.

Contacts have been established with registrars of senior colleges and universities who have agreed to furnish grade reports of our former students each semester. This service is now possible since several colleges have recently established electronic systems of record keeping. As this current study develops, much comparative information will be available on a continuing basis concerning transfers to colleges and universities receiving the majority of our transfer students.

During 1958-1959 the cooperative office practice program was incorporated in the curriculum. Eight students pioneered this new course. A recent follow-up of these trainees reveals that two are continuing their education in state schools, five are employed locally, and one is married and has moved from the community.

Present employers of the trainees evaluated the cooperative program through the type and quality of work that these people are now doing. In 75% of the cases the evaluations were very high, indicating that the program is of great value to the persons who received the training as well as to the businesses of the community. In 25% of the cases, the evaluations were not so high; deficiencies were attributed not to the program so much as to problems over which the program had no control.

The only class graduated to date from the Vocational-Technical Division is a two-year class in Machine Shop. A follow-up of these men indicates five are working in the field for which they were trained, one is working in a related field, and one is on the farm making general use of the skills learned. Nearly twenty others received partial training.

Hereafter, the follow-up double post card of the State Board for Vocational Education will be used, mailed to the former student just before his birthdays during the next ten years. Information secured will include the occupation, job title or position, employer, any advanced training taken, and the weekly salary. Further contacting will be used to structure the curriculum in all departments offered.

Dr. Rees H. Hughes, President-Emeritus of Kansas State College at Pittsburg, in an unpublished study recently released, describes the college attendance of high school graduates in junior college towns of Kansas. The Hutchinson High School class of 1957 included 287 graduates; of these 157 (or 54.4%) went on to college; 105 enrolled in Hutchinson Junior College (36.6% of the total class, and 67.3% of all who attended any college).

President Hughes finds that junior college transfers, except at the University itself, during their fifth, sixth, seventh, and eighth semesters at major colleges do just as well or better than native students in those institutions. In Table I, on the following page, a summary of his findings compares the median grade point averages earned and the percentage of those who persist in college.

Only at the University of Kansas are grades of junior college transfer students consistently less than those of native students; at the other colleges, in thirteen out of the twenty possible semester-comparisons, the junior college transfer students excel native students. However, there seems to be slightly less chance of the junior college transfer being able to complete his four-year degree, although the difference is not great.

TABLE I

COMPARISON OF GRADE POINT AVERAGES AND PERSISTENCE IN COLLEGE OF 1,047 NATIVE STUDENTS AND 235 JUNIOR COLLEGE TRANSFER STUDENTS AT KANSAS COLLEGES SEPTEMBER 1953 TO JUNE 1955

	Fort Hays Kansas State College		Emporia Kansas State College		Pittsburg Kansas State College		Kansas State University, Manhattan		*University of Kansas, Lawrence		Washburn University, Topeka	
Semester	Native	Transfer	Native	Transfer	Native	Transfer	Native	Transfer	Native	Transfer	Native	Transfer
5	1.80	2.03	1.77	1.67	1.60	1.60	1.57	1.29	1.72	1.26	1.49	1.63
6	1.87	2.07	1.82	1.88	1.97	1.79	1.50	1.64	1.77	1.43	1.55	1.35
7.	1.93	2.07	1.86	1.34	2.00	1.77	1.47	1.69	1.80	1.48	1.60	1.95
8.	1.82	2.02	2.00	1.97	1.89	2.00	1.78	1.94	1.87	1.59	1.70	1.80
% who finish	60%	64%	60%	60%	70%	63%	70%	80%	92%	82%	72%	67%

* Converted to grade point values of A=3, B=2, C=1, D=0, F=-1.

In Hughes' study individual junior colleges were not identified. Although the local faculty is confident Hutchinson Junior College transfers account well for themselves and their Junior College, proof will be revealed by the local studies in progress.

IV. INSTRUCTION

An area for improvement indicated on page 44 was "a strengthening or clarification of the attendance policy." Reports of attendance are made to the office of the Superintendent of Schools each six weeks during the school year. The table below, summarizing attendance in the Junior College for the first six weeks for each of the last five years, shows that experience has been good but improvement is desired.

Year	Average Number Attending	Percentage of Attendance
1955	506.4	95.1
1956	569.7	96.7
1957	561.5	93.7
1958	666.3	96.3
1959	722.3	97.4

Orientation of students about the importance of attendance as well as enforcement of the attendance policy should bring further improvement. Each fall a mimeographed statement of the attendance policy as printed in the catalog is supplied each student at registration. Faculty members explain the policy in classes as part of the orientation program.

The policy as stated in the catalog is now working well. In summary, it is as follows: When the instructor notifies the Registrar in writing that a student has been absent without acceptable cause once more than the credit hours in the course, the student is sent a letter by the Registrar notifying him he has been dropped.

The new probation policy is proving quite satisfactory (p.44). Normal progress toward graduation was defined for the first time in the 1959-60 catalog. As a result of this policy, thirty-one students were placed on probation and forty-three students received academic warning for the 1959 fall semester. All were notified by form letter or, in the case of late enrollees, in person.

Seven of the students placed on probation did not register for the fall semester and three have withdrawn by mid-November. Twenty-one students remain on probation. The probation policy requires that a grade average of C (grade point 1.00) must be earned by the student for the current semester or he will be suspended for the ensuing semester.

Eight students placed on academic warning did not return for the fall semester and two students on academic warning have withdrawn from college. Thirty-three students remain on academic warning in mid-November. A student on academic warning must earn an average grade of C (grade point 1.00) or be placed on probation for the ensuing semester.

These policies are eliminating those who are indifferent or too weak for a valid college program. The faculty and administration intend to apply these policies henceforth, holding to the line particularly at the end of the current semester, the first point of enforcement.

V. LIBRARY

In the Self-Survey Report 1958-59, the first-named area for improvement of the Library calls attention to the constantly increasing demand for additional budgetary allowances for library materials. To keep pace with this demand, the 1959-60 budget for books and related materials has been adjusted upward to allow for the ten per cent increase in enrollment. On the basis of the expenditure in 1958-59 of $5.25 per student for books and related materials, the Library budget for 1959-60 has been increased $500.00, a total of $3500.00, which will provide for a per student expenditure equal to or above the 1958-1959 per student figure. Additional book funds will be available from departmental funds to augment the per student expenditure still further.

The budget for library assistants' salaries has been increased $400.00 over the 1958-59 budget, providing for additional clerical help needed on the Library staff.

In the improvement of physical facilities of the Library, progress has been made particularly with regard to periodical display space. Plans are being drawn for new display shelving and storage space for periodicals. The construction of the shelving is to become a class project of the Industrial Arts Department during the next two semesters.

VI. STUDENT PERSONNEL SERVICES

During the spring and summer the Director of Admissions called in at six different times those students interested in taking orientation tests and seeking guidance. Tests were graded promptly and scores were used in counseling for pre-enrollment. Prior to actual orientation and registration, 840 had pre-enrolled, securing as much as an hour or more of guidance in the process. A follow-up was made of all students who did not report for registration, and a study is on schedule of last year's students who did not return this past fall.

Throughout the summer a list of available rooms and apartments was kept at the office and assistance was given students looking for housing. A Student-Householder Agreement was printed in triplicate, with housing regulations on the back in the same form as printed in the catalog, to assist both parties to arrive at a better understanding of their mutual obligations.

VII. ADMINISTRATION

The Dean serves on a state-wide committee on Financial Accounting and Reporting for Kansas Schools, an advisory committee to the State Department of Public Instruction. The second meeting of this committee was held November 13, 1959, and major changes were recommended. These included changing the Kansas chart of accounts and budget forms to coincide with those of the U. S. Office of Education Handbook II, Financial Accounting for Local and State School Systems. The Dean's recommendation for separate identification of junior college receipts and expenditures in the financial reports required by the State Department of Public Instruction was not accepted. Instead, the committee ruled that separate accounting could be voluntary but that no further separation was justified than that used, for example, for grades five and six. Hence, points 1 and 3 on p. 84 cannot yet be improved.

With the opening of the 1959-60 school year the entire procedure of financial recording was reorganized on the following basis:

1. The registration card, serially numbered, is now made up in four sections, thus expediting the registration process and eliminating the necessity of writing receipts. The four sections are the student receipt and identification card, the Treasurer's record, the Registrar's card, and the office card with schedule and personal information.

2. Installation of a National Cash Register accounting machine for all financial recording has brought about these changes:
    a. A system of ten control accounts has been set up, each having the possibility of unlimited subdivision, now involving a total of 180 accounts. Each control account is assigned a number, i.e., Athletics 100, Football 101, Basketball 102, etc. From this a further breakdown is made with .1 indicating receipts and .2 indicating disbursements in all subdivisions. Copies of the new Chart of Accounts are in the hands of the administration, all faculty members, the Board of Education and the Board of Regents, and are available as exhibits supplementing the Self-Study Report.
    b. All checks and receipts are now issued in triplicate, one copy to remain in numerical sequence, one to be sorted and used as a posting medium, and the original for the customer, that of the check always carrying an overprint of the Junior College Building. Beginning next semester a new type of snap-out triplicate check will be used. It will permit the use of window envelopes, thus reducing stenographic time required.
3. The fee system has been completely revised and now each student is charged a uniform fee of $15.00 regardless of the courses taken. Tuition and late enrollment fees are the only additional fees collected for those specific students to whom they apply. Fees are then distributed as follows: $10.00 to student activities; $3.00 to the Board of Education for instructional supplies; and

$2.00 budgeted to various departments on the basis of enrollment and projected needs.

4. The form of the monthly financial report has been changed. The complete report is filed with the Dean, the Business Manager of the Hutchinson Public Schools, each member of the Board of Education, and the Board of Regents. Each faculty member receives the summary statements with exhibits for the areas in which he is interested. Full reports, however, are available to any who may desire them and are a part of the materials supplementing the Self-Study Report.

The revised system of financial reporting as set up with the advice of the Business Manager of the Hutchinson Public Schools and experts from the National Cash Register Company now ensures the administration of modernized, accurate, and efficient accounting and reporting of junior college finances.

VIII. FINANCES
IX. PHYSICAL PLANT

With recent legislation providing county-wide support, with County High School Fund transfers within the county and from the seven adjoining counties, and with the tradition of generous support from the local district, Hutchinson Junior College can be said to be the best financed of the Kansas public junior colleges.

This situation, however, does not reduce the need for State Aid for operations and buildings. Neither the Kansas Elementary and Secondary nor the Higher Education Survey is yet published; but it is evident both will recommend State Aid. The Legislature appropriated $150,000 to survey Kansas educational needs from kindergarten through the University, studies done under the supervision of the Education Committee of the Legislative Council, headed by Senator Laurin Jones of Dodge City. On November 24 junior college officials of Garden City, Dodge City, Pratt and Hutchinson, with their senators and representatives, are meeting in Dodge City with Senator Jones to examine the findings of the survey and work out recommendations for the benefit of junior colleges.

All junior college deans and superintendents will also use four days prior to the legislative session in January to see all legislators in areas assigned throughout the state. A similar assignment prior to the 1959 legislative session required the Dean to spend two days, drive six hundred miles, and see thirty legislators about junior college problems.

The Board of Education recuested the Dean to submit orally and in writing at its October 5 meeting a "space study" of junior college needs which was later played up in the Hutchinson News and gained editorial attention. It was also given complete coverage in the new bi-weekly college newspaper. The Board then asked the Chamber of Commerce to establish an advisory committee to study the needs of Hutchinson Junior College and to propose financial solutions.

On November 9, 1959, the Chamber of Commerce Education Committee and a selected group of community leaders met with the Superintendent and Dean and the Board of Education and Board of Regents. The Superintendent outlined the needs and the Dean listed the facilities desired for a college of 1,500 day and 3,000 adult education students. These proposed plans represent a financial outlay totaling nearly $2,500,000. Nearly all present were enthusiastic to solve the financial problems of the junior college and to allow it to grow without restriction. With consent of the group the President of the Chamber of Commerce, acting as chairman of the meeting, agreed to appoint a Junior College Expansion and Finance Committee, which will soon be named. Twelve industrial leaders have consented to be on the Vocational-Technical and Adult Education Advisory Committee. Plans are to join efforts of this group with those of the Business Education, Machine Shop and Electronics Advisory Committees in support of an expanding program for the college.

There will be no easy solutions, but with such community support and energetic work on the part of the junior college administrators, space needs can be progressively met on the basis of short-range and long-range planning which these groups together with the boards of control can do.

X. ATHLETICS

Soon after the beginning of the first semester, each student was given an intramural questionnaire on which to vote for all sports in which he or she might be interested. Approximately 80% of the students who replied were interested in basketball for a winter sport and enough interest in other sports was shown to suggest a possibility for fall intramurals.

Student choices for fall sports were softball, volleyball, and horseshoes, although the number interested in these sports was far less than was the number interested in basketball. An attempt, however, was made to get the students, both men and women, to enroll in fall intramurals; but the fall program had to be abandoned because there were too few participants apparently because of conflicts with job obligations and studies.

Basketball will be offered as an intramural sport beginning with the second semester. There is every reason to believe that there will be plenty of participants and that the apparent enthusiam for basketball will carry over to other sports so that softball, volleyball, and tennis may be offered in the spring.

With agreement of the Faculty Planning Committee, the Dean, to broaden representation on the Athletic Committee, has appointed two men and one woman faculty member, the student Sports Commissioner and a girl physical education major, to work with the coaches and the Director of Athletics, who is chairman.

CONCLUSION

The above achievements since publication of the self-study survey and efforts on schedule towards strengthening Hutchinson Junior College convince the Faculty and administration that a visitation by examiners of the North Central Association is justified at this time.

In support of a formal request for visitation this year, we respectfully submit this "Progress Report" supplementing the Hutchinson Junior College Self-Survey Report 1958-59.